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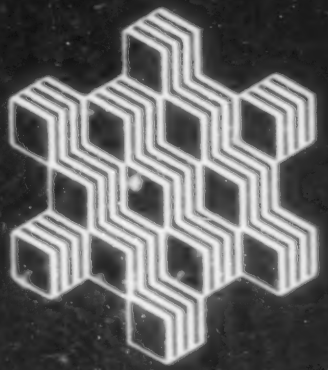
Curriculum Guide



MORAL INSTRUCTION FOR STUDENTS EXEMPTED FROM RELIGIOUS INSTRUCTION

SECONDARY SCHOOL

SECONDARY TWO

Québec

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Le guide a été élaboré pour être utilisé avec le programme d'enseignement moral de secondaire 2; Il est basé sur le texte révisé d'une version du programme d'enseignement moral. Cette version a été testée dans les écoles et fut approuvée par le Comité catholique du Conseil supérieur de l'éducation en octobre 1977. Lors de l'élaboration de ce guide, certaines caractéristiques du programme ont été retenues, d'autres ont été grandement modifiées et de nouveaux éléments ont été ajoutés. On a prêté aussi l'attention requise aux recommandations faites par les diverses personnes qui ont aidé à tester le programme. Le guide comprend trois parties: 1. l'introduction expose la philosophie sous-jacente du guide et l'objectif général du programme de secondaire 2; 2. la deuxième partie présente la méthodologie: l'approche pédagogique générale et la méthodologie propre à l'enseignement moral; 3. la troisième partie fournit des renseignements pour l'enseignement de chacun des six modules du programme, et propose de nombreuses activités d'apprentissage.

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SECONDARY TWO

Direction générale des programmes
Direction de la formation générale

Approved by the Comité catholique of the
Conseil supérieur de l'éducation
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FORWARD

This curriculum guide has been developed for use with the Secondary II Moral Instruction program, as recommended in the new Cadre d'élaboration des programmes et des guides pédagogiques, published by the Direction générale du développement pédagogique.

The guide is based on the revised text of the field-tested version of the Moral Instruction program, which was approved by the Comité catholique of the Conseil supérieur de l'éducation in October 1977.

In the process of developing this guide, some features of the program have been retained, others have been greatly modified, and new elements have been added. In addition, due consideration has been given to the recommendations made by the different people who helped in field-testing the program.

The code number of this guide is 16-3732-02A. The number of the corresponding program is 16-3731-00A.

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IMPORTANT NOTE

It is essential to read the Moral Instruction program for the first cycle to ensure the effective use of this curriculum guide.

The traditional masculine forms of speech are used throughout this document; however, BOTH genders should be understood.

1. INTRODUCTION

This curriculum guide was designed for teaching groups of students. However, it contains additional information for individualized instruction in cases where students must work on their own, at the library or elsewhere. These details or particulars are usually framed and easy to find in the text.

1.1 UNDERLYING PHILOSOPHY OF THE GUIDE

By definition, the purpose of a curriculum guide is to help the teacher in his task and to suggest ways to help students to achieve the general and terminal objectives of a course or program. In fact, this guide suggests an instructional approach and specific teaching strategies for each module. However, it is neither a blueprint nor a formula for hurried and ill-prepared teachers. In keeping with the policy of the ministère de l'Éducation, a curriculum guide is "an officially approved document which is intended as an optional teaching aid, and which suggests to teachers various instructional methods for a given course or program."[1] It is a tool that calls upon the teacher's creativity and ability to adapt. The different learning activities are suggestions only, and teachers are free to make all necessary adjustments to suit the needs of their students.

As this curriculum guide is implemented in the schools, it is expected to elicit various reactions and criticisms, and to highlight certain needs. It is hoped that such feedback will serve to improve the guide and make it a more effective teaching tool.

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[1] Québec, ministère de l'Éducation, D.G.D.P. Cadre d'élaboration des programmes et de guides pédagogiques (Québec, ministère de l'Éducation, April 1980) p. 15. (This citation is a free translation.)

1.2 OVERALL OBJECTIVE OF THE SECONDARY II PROGRAM

The Secondary II Moral Instruction program aims at teaching the young person who is around thirteen years of age to live with others and to develop his autonomy.

By becoming aware of the contradictions within himself, the Secondary II adolescent starts his quest for a new personal and social balance, which is essential to his moral development.

Even though young people of this age tend to withdraw easily, they have a deep need to belong, and they gradually realize the numerous choices available to them. This program draws upon the student's experience and will enable him, after last year's initial steps, to develop an even greater interest in others.

2. METHODOLOGY

2.1 OVERALL INSTRUCTIONAL APPROACH

The Secondary II curriculum guide presents the six modules of the program in the chronological order in which they are to be covered during the school year. Each module consists of the three following elements:

1. An introduction, which places the theme of the module in its ideological or psychological context;

2. A planning chart presenting the four following components:

   a. content (title of the unit in the first rectangle, top left);

   b. terminal objective (statement of the objective in the second rectangle, top left);

   c. intermediate objectives (the first column indicates the number of 45-minute periods prescribed for the unit; in the second column, entitled "Code," a number is given to indicate the order in which the objective is covered in the module, while letters C and A are used to indicate whether the objective is cognitive or affective; in the fourth column, labelled "Moral Methodology," a symbol is used to indicate the moral dimension covered in the intermediate objective).
   (Refer to the second part of this chapter or to Chapter 3.1.3 of the program for the meaning of the symbols.)

   d. learning activities and means of evaluation (these are described briefly in the two right-hand columns);

3. Activity sheets, which give more details, when necessary, on the learning activities and the means of evaluation for each module. The activity sheets are numbered sequentially throughout the guide, whereas the intermediate objectives are numbered sequentially within each module.

2.1.1 Intermediate Objectives

All the objectives have been formulated in accordance with the specifications set forth by R.F. Mager in Preparing Instructional Objectives.[1] In general terms Mager defines an intermediate objective as the result expected from teaching. (Mager uses expressions such as "objectives stated in behavioural or performance terms.")[2]

The major features described by Mager apply to both types of intermediate objectives, the cognitive and the affective. However, these features are arranged and treated differently in each of the two categories of objectives.

In addition to identifying the terminal behaviour, a cognitive objective must specify all the conditions under which the student will be evaluated. It must also establish the performance criterion(-ia) which will be used to determine whether or not the student has achieved the objective. According to Mager, in formulating a cognitive objective, three elements must be specified:

1. the conditions, or what is given to the student at the time of the evaluation;

2. the behaviour, or the action the student is to perform;

3. the criterion of acceptable performance, or the quality of behaviour expected from the student. (In the planning chart of each module, this criterion is identified by the letters C.P.)

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1 Robert F. Mager, **Preparing Instructional Objectives** (Palo Alto, Ca: Fearon Publishers, 1962).

2 Ibid, p. 24.

The affective objective is also composed of three elements, the last one being more specific to this type of objective. These elements are:

1. the condition, that is, a brief description of the conditions under which the behaviour will be displayed;

2. the taxonomic behaviour, that is, the behaviour expected from the student;

3. the operational behaviour, or that which makes it possible to describe concretely how the student will display the taxonomic behaviour. In formulating the operational behaviour, an active verb designating a concrete action must be used.

Note: The conditions, the performance criteria and the operational behaviour indicated in the intermediate objectives are offered as suggestions only. The teacher is free to adapt them or to change them as he sees fit.

2.1.2 Learning Activities

Taking into account the Secondary II student's experience, a number of activities, varied enough to keep the student motivated, have been suggested in the guide. Clearly, in a course of 70 class periods, the teacher will find it necessary to diversify his strategies as often as possible in order to reach the greatest number of students. The teacher is encouraged to make frequent, short interventions using concrete learning contexts in which students are asked to solve cases, tell stories, relate personal experiences, and so on. Each of these activities has a title and the teacher should feel free to adapt, modify, or change it completely.

Evidently, the suggested learning activities will not always be suitable for all students. It may be necessary to make certain adjustments or even to replace some of these activities. Once again, the teacher remains in charge. It is his privilege and responsibility to decide how the suggested learning activities will be used.

2.1.3 Measurement and Evaluation

As in Secondary I, written questions remain the preferred means of measurement and evaluation. The column "Means of Evaluation" in the planning chart contains questions which require objective answers, and questions which call for comments, the analysis of a text, the explanation of certain principles or notes taken in the course, etc.

Other means of evaluation include observation of the student's behaviour (note-taking skills, participation in an activity, the number of questions he asks during a discussion, the number of checklists completed, etc.) as well as self-evaluation, particularly in activities requiring his active participation.

Attainment of the cognitive objectives is best measured by means of written questions. The weighting of the student's answers depends on the relative importance of the content and on the learning activities used. The decision rests with the teacher.

The affective objectives are evaluated mainly through observation of the student's behaviour and through student self-evaluation. Normally, students' responses are not weighted in the evaluation of affective objectives. It has been shown that attributing scores to behaviours can interfere with teaching strategies and thus impede the attainment of objectives.

2.2 MORAL METHODOLOGY: THE LEARNING PROCESS IN MORAL INSTRUCTION

Moral methodology has already been discussed in the introduction to Chapter 3 of the program and in the Secondary I Curriculum Guide. The following simply serves to underline its importance.

The purpose of moral methodology is to give the student the means or skills needed to perform actions that are truly moral. There are specific ways of proceeding in almost every field of human activity, including the field of morality. It is important, therefore, in moral instruction, that students be taught to approach moral questions in a methodical way.

As in Secondary I, moral methodology focuses on the development of three skills which are the three components of moral methodology.

1. experience and facts;
2. statement of the problem and moral evaluation;
3. action.

The planning chart of each module shows, in symbolic form, the dimension covered in each of the intermediate objectives.

2.2.1 Experience and Facts

The first part of this component (experience) deals with the subjective dimension. It relates the student's real-life experiences to the theme studied in the module. It requires the student to express himself in relation to himself and to others. At this stage, the teacher's role is to facilitate and encourage. There

are many ways of drawing on the student's experience: re-enacting a situation, referring to childhood memories, using a film to start a discussion, presenting dilemmas, doing case studies, etc.

The second part (facts) relates to the objective and descriptive dimension of a theme or a subject. The student should have access to all pertinent information that could help him make a moral judgment. In this case, the teacher's role is to inform the students by giving them the most pertinent and meaningful information available.

2.2.2 Statement of the Problem and Moral Evaluation

In the first stage, it should become apparent to the student that there is often a certain tension between the subjective quality of personal experience and the objective nature of facts. In the second stage, the student must deal with this inevitable contradiction as he ponders a situation and makes a moral judgment. At this stage, the teacher's role as a "clarifier" and "evaluator" takes on primary importance, as he has to help the student "weigh" all the possible options and attitudes, and to explain why a particular option or attitude seems more appropriate to him.

2.2.3 Action

Action is the practical dimension of moral methodology, the stage of commitment and realization. Reflection and moral judgment should influence the individual's will and necessarily lead to action. The action taken or attitude adopted by the individual should be consistent with the reasoning that precedes it. Even though this stage is not always easily realized in a school setting, it is important enough to warrant a special effort on the part of the Moral Instruction teacher to bring it about at the end of each theme.

At this point, the teacher is expected to be a resource person who will use his creativity and ingenuity to sidestep administrative obstacles in order to give the student the opportunity for taking concrete and exciting action.

All the teaching and learning activities suggested in the curriculum guide were designed in accordance with the components described above. The latter do not always follow in sequence. At times the module starts with the analysis of a series of judgments, some times with an action and at other times with the evaluation of a personal experience. What is essential is that the student gradually discover the importance of taking all the components of moral behaviour into consideration.

3. TEACHING

SUMMARY TABLE - SECONDARY II

Overall Objective for the Year: TO LEARN TO LIVE WITH OTHERS WHILE DEVELOPING INDEPENDENCE.		
Modules	Titles	General Objectives
1	Initial Reception and Greeting	To get to know his teacher, his group, and the content of the course.
2	Moral Values	To discover the meaning of "morality."
3	The Group	To recognize that membership in a group requires a general atmosphere of trust and mutual acceptance.
4	Conflicts	To develop a positive attitude towards conflicts.
5	Choices	To understand the importance of making choices.
6	Plans	To take into consideration his personal growth and development in planning personal projects.

3.1 MODULE 1: INITIAL RECEPTION AND GREETING

MODULE 1: INITIAL RECEPTION AND GREETING

Time	Two 45-minute periods
General Objective	To get to know his teacher, his group, and the content of the course.
Terminal Objective	At the end of this module, the student should be able: Unit 1.1 To remember some of the requirements set forth by the teacher, Unit 1.2 To identify the main themes to be covered during the year, Unit 1.3 To have an understanding of the procedure to be followed in this course.

INTRODUCTION

The initial reception students are given determines the success of their school year. The reception given is even more important in a course such as Moral Instruction, where the students' interpersonal relations and experiences are the driving force.

It is therefore important that, on completion of this module, the student be familiar with the other people enrolled in the course, know the requirements set forth by the teacher (Unit 1), be able to list the main themes that will be covered during the year (Unit 2) and have an understanding of the procedure to be followed in the course (Unit 3).

Suggested Sequence

To begin, the student is introduced to his teacher and his peers (Objectives 1-2; 1 period). If need be, more time than originally planned can be allotted to this activity. The student is then asked to identify the themes that will be studied during the year (Objective 3; 1/2 period).

At the end of the sequence, the student is to briefly describe "moral methodology," which is the process for developing moral behaviour that is to be used in this course (Objective 4; 1/2 period).

Unit 1.1: Introduction	Terminal Objective: To remember some of the requirements set forth by the teacher.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
		The student should be able:			
1	1 C	To name the students in his group from memory. C.P. 60%	⬡	- Getting to know the teacher - Getting to know the students (See Activity Sheet 1)	Check whether the student remembers 60% of the names of his classmates. N.B. Questions pertaining to Objectives 3 and 4 can be grouped together and asked at the end of Module 1.
	2 C	Without any references, to list four of the requirements set forth by the teacher. C.P. 4/4	△	Lecture: - Material and disciplinary requirements - Role of the Moral Instruction teacher (See Activity Sheet 2)	Ask the student to name four of the requirements set forth by the teacher in his lecture.

Unit 1.2: Course Outline	Terminal Objective: To identify the main themes to be covered during the year.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
.5	C	Given a list of words, to identify five themes that will be covered during the year. C.P. 5/5	△	Explain in broad terms: - the summary table for the year - the table of contents (Give the students a photocopy of these tables and briefly explain their content.) (See Activity Sheet 3)	Ask the student to underline the words that represent the themes to be covered in this year's course. Love Choice Morality Authority Family Group Values Projects Violence Conflicts

Unit 1.3: Methodology	Terminal Objective: To have an understanding of the procedure to be followed in this course.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
.5	4 C	Using his notes, to describe moral methodology or the learning process for developing moral behaviour. C.P. 2/3	△	Teacher's presentation on the different stages involved in the process of developing moral behaviour. (See Activity Sheet 4)	Ask the student to describe in his own words, with the use of his notes, the learning process in moral instruction.

LEARNING ACTIVITIES

Unit	1.1
Objective	1

Getting Acquainted

ACTIVITY SHEET 1

1. Getting to Know the Teacher

How the teacher introduces himself will depend on his personality, style, experience and most of all his audience. He could proceed by telling his surname, his name, the number of years he has been in the school and how long he has taught this subject. He could also talk about his areas of specialization, family situation, interests, hobbies, values, etc.

2. Getting to Know the Students

The teacher might ask the students to introduce themselves to their classmates in any way they wish, or by following the teacher's example.

Individualized Instruction

As the student is not part of a group, the first objective will have to be changed. Instead of naming his classmates, the student will be asked to get to know his teacher. This implies meeting with the teacher and exchanging personal information based on the suggestions provided in Section I above.

LEARNING ACTIVITIES

Unit	1.1
Objective	2

The Demands of the Course

ACTIVITY SHEET 2 a

1. The Teacher's Requirements

a) Material Requirements:

The student should have a special notebook for Moral Instruction (Duo-Tang style). Students should try to keep all notes and sheets given by the teacher, personal assignments and evaluations in the same sequence as they appear in the course. This habit helps to develop self-discipline, tidiness, and interest in the course.

The teacher may wish to evaluate the students' notebooks from time to time.

b) Disciplinary Requirements:

Given that this is a course in Moral Instruction, students should learn to develop a positive attitude towards self-discipline. Interpersonal relations in the group, such as student to student or student to teacher, may be governed by the following principle: "My freedom ends where the freedom of others begins." (The teacher may offer the following examples illustrating behaviours that deviate from the norm: smoking in a prohibited place, interrupting a person who is speaking, leaving before the bell rings, etc.) It is in this spirit that school regulations should be understood.

LEARNING ACTIVITIES

Unit	1.1
Objective	2

The Demands of the Course

ACTIVITY SHEET 2 b

Individualized Instruction

a) Material requirements: Give higher priority to evaluating the notebook in which the student keeps his personal notes, as this represents his usual work.

b) Disciplinary requirements: Help the student to understand the importance of self-discipline, for he must "organize himself" to work on his own most of the time. Point out that this will not be an easy task, and that much effort will be required.

2. The Teacher's Role

The role of the teacher is essentially that of a moral educator. He contributes to the total development of the student. Naturally, there is an intellectual dimension to this role, as the teacher is expected to transmit some concrete knowledge to the student (cognitive dimension). Above all, however, the teacher's role involves the affective dimension, which consists in helping students to discover who they are and to progress towards their own fulfillment, their own growth. This implies that the Moral Instruction course is somewhat different from other courses because it lays more stress on process than on content.

LEARNING ACTIVITIES

Unit	1.1
Objective	2

The Demands of the Course

ACTIVITY SHEET 2 c

Bibliographic Note: Concerning the role of the moral educator, in addition to reading the comments in the program, the teacher can refer to Thomas Gordon's book, Teacher Effectiveness Training, New York: Peter H. Wyden, 1974, specifically Chapter 2: "A Model for Effective Teacher-Student Relationships."

Individualized Instruction

Referring to the above notes, it is important that the teacher explain to the student the role of the Moral Instruction teacher and, in particular, the role that he will be called upon to play during the year in the process of individualized instruction.

LEARNING ACTIVITIES

Unit	1.2
Objective	3

The Students' Expectations

ACTIVITY SHEET 3

It would be interesting to find out whether some of the students have already taken a course in Moral Instruction. Discussion could focus on the following questions:

- Is taking a course in Moral Instruction the same as taking a course in Mathematics or in French?
- What differences do you see?
- Why did you register for a course in Moral Instruction?
- Etc.

LEARNING ACTIVITIES

Unit	1.3
Objective	4

Deciding What is Best for You

ACTIVITY SHEET 4 a

Teacher's Presentation

The following is a possible text which the teacher could use in his introductory presentation.

In Moral Instruction, the teaching/learning process differs from that in other subjects and is known as "moral methodology." Moral methodology aims at giving students the means to behave in a moral way. In addressing each objective, a precise sequence will be followed to help the student develop his ability to behave in a moral way. This sequence is identified by a sign or symbol placed after the objectives.

The symbols used stand for:

1. personal experience, or the student's own history, his way of experiencing situations, his way of reacting in certain circumstances;

2. knowledge of human beings, or the knowledge and facts he needs to know in order to make a judgment, other people's points of view, and information that maybe of help.

NOTE: Sometimes these two stages coincide, that is, experience and facts are dealt with at the same time. The following symbol is then used:

LEARNING ACTIVITIES

Unit	1.3
Objective	4

Deciding What is Best for You

ACTIVITY SHEET 4 b

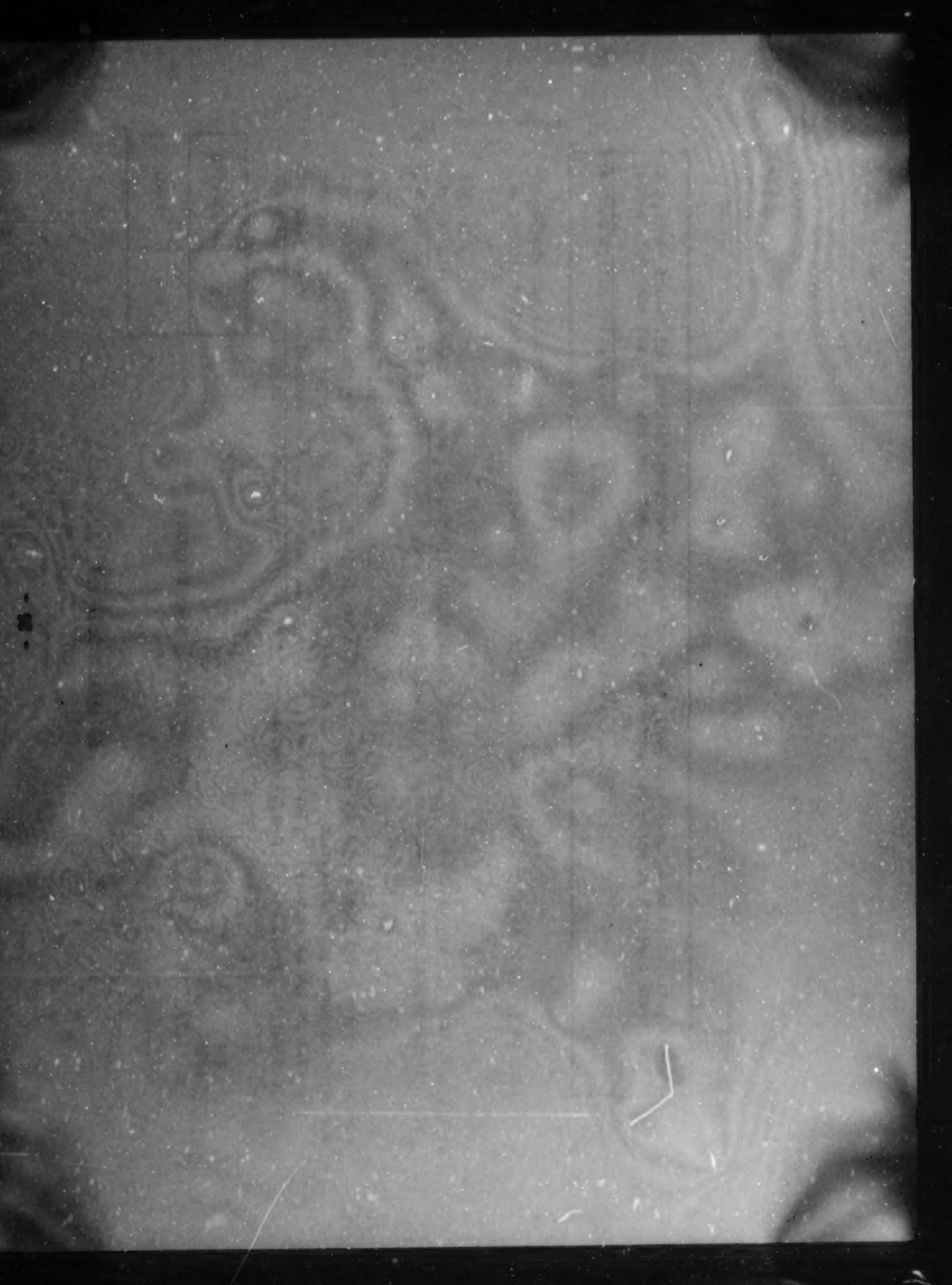
3. statement of the problem and moral evaluation, that is personal reflection and the formulation of a judgment based on personal experience and on the information obtained. Personal points of view may sometimes conflict, and certain compromises will have to be made. The student must learn to judge the best possible outcome, and to decide what is good for him, and to determine what contributes to his development without causing any harm to others.

4. the action he takes or the behaviours he adopts as a result of his reflection and understanding. His own discovery of what is good for him will undoubtedly have a strong impact on his will and spur him to action.

The symbols placed next to each objective serve to identify the learning process and will be used throughout the school year.

Individualized Instruction

Present the same text as used with the class and ask the student to write to a friend explaining, in his own words, the teaching/learning process to be followed this year in Moral Instruction.



3.2 MODULE 2: MORALITY

MODULE 2: MORALITY

Time	Two 45-minute periods.
General Objective	To discover the meaning of "morality."
Terminal Objective	At the end of this module, the student should be able: Unit 2.1 To comprehend the meaning of the word "morality."

INTRODUCTION

Even if the student has already taken a course in Moral Instruction, it is important, at the beginning of the year, that he think about the meaning of the word "morality." He is expected to explore this meaning further as the course progresses. During the year, he will often refer to the definition of the term when evaluating a situation or making a moral judgment.

The student should be encouraged to think about morality, beginning with either a simple definition of the word and concrete examples taken from daily life, or with the definition he gave the previous year. Drawing on his personal and ethical experience, he should be able, whatever his age, to define morality in his own words.

This short module provides the student with the opportunity to discover the meaning of morality and to see how this course can help him to assimilate this concept.

Suggested Sequence

Only one unit provides the student with the opportunity to define morality (Objective 1; 2 periods). Part A is for students who did not take Moral Instruction the previous year. Part B is for students who have already taken a course in Moral Instruction.

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Notes to the Teacher

Morality is that part of human knowledge and experience which pertains to the individual's concern with what is good, with ways of being happy while respecting others, and with the kinds of actions he can take to achieve this happiness. For example, when a person wonders whether it is preferable to forgive a friend for having been aggressive, and then freely decides not to reproach him, he is performing an action that is morally good. His behaviour contributes to maintaining a friendship that makes his life pleasant.

Every time a human being reflects (weighs the pros and cons) and chooses freely to act in what seems to be the best way, under the circumstances, to attain happiness and stability without harming others, he performs a moral action.

As a discipline, morality is concerned with analyzing what constitutes good behaviour in terms of the definition of a human being, of his needs, and of what he can do to fulfill his aspirations while taking into considerations the aspirations of others. The overall objective of the Secondary II course is for the student "to learn to live with others while developing independence." This objective is an extension of the Secondary I course, which was about getting to know others. This year's course is concerned with the different kinds of relationships that can exist between individuals, and is intended to help the student discover the types of relationships which foster his personal freedom and autonomy.

Unit 2.1: Definition of Morality	Terminal Objective: To comprehend the meaning of the word "morality."

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	1 C	The student should be able: Without any references, to define morality C.P. 80%	△	PART A - Brainstorming to find a simple definition of morality - Reflection on morality - Illustrating the concept PART B - Personal reflection based on a list of questions (See Activity Sheet 5)	Ask the student to write the definition of "morality."

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 a

PART A

A. Brainstorming to Find a Definition of Morality

1. What does "to live morally" mean? The question is put to the group; the aim is to come up with ideas which will serve to define morality.

2. The group may begin by considering other concepts, such as:

   a) - Air pollution
      - Noise
      - Speed

   b) - Wearing a hat in winter. Is it good for you?

   c) - An overturned garbage can may seem funny, but for whom? For you? For your friends? For the caretaker?

Note: Using these simple examples as a starting point, the teacher can refer to values conveyed in the community to indicate examples of moral actions, or he can ask the students to name their own.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 b

3. Use of a dictionary is permitted:

   - Ask the student to write the definition of morality that comes to his mind.
   - Give the definition found in the dictionary.
   - Compare the dictionary definition with that of the student.

B. Reflecting on Morality

Morality involves the individual's search for what is good for him. For example, is it good to wear a hat in winter? If yes, then it is a moral action.

Each time one accepts to act freely, morality is involved. For example, when a person drinks a glass of water or brushes his teeth, he is acting for his own good. In this it is a moral action.

Morality is concerned with what the individual must do because of what he is and of what he experiences with others. For example, if you perform an action that hinders your development or the development of others, you perform an immoral action. Learning to live peacefully with others is difficult and requires tact. What a person would sometimes like to say or do can hurt others. For example, breaking the neighbour's window because you are frustrated is not an action that is morally good because it disturbs someone else and harms his property.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

ACTIVITY SHEET 5 c

What is Morality?

Morality is also an attitude that gradually leads the individual to act in harmony with:

- HIMSELF ---------- with respect to his own value system;
- OTHERS ---------- with respect to their value system.

How can you adopt this attitude? The course suggests the following steps:

1. Become aware that living in a new environment requires new habits.
2. Respect the different people around you.
3. Become aware that regulations are necessary to live in society.
4. Recognize your own rights and those of others.

At the end of the period, link what is covered here with the module that follows.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 d

This year, in Secondary II, at your age (13 years old), you are leaving the world of childhood behind. Changes will occur and you will experience them in new surroundings, surroundings in which you will have to form new habits, interact with new people, and develop a positive attitude.

List five examples of actions that are morally good.

C. Illustrating the Concept:

In the next period, the students will be asked to make a poster illustrating what they have understood about morality. The assignment may be done using pictures, photographs, drawings, etc. Ask the students to prepare the necessary materials.

At the end of the period, the students' work will be discussed in class.

Individualized Instruction

The same assignment may be given, except for the brainstorming session.

LEARNING ACTIVITIES

Unit	2.1
Objective	1

What is Morality?

ACTIVITY SHEET 5 e

PART B

Personal Reflection Based on a List of Questions
(To be done individually)

Ask the students to try to remember the definition of morality which they have given in the past.

To help them, hand out the following list of questions.

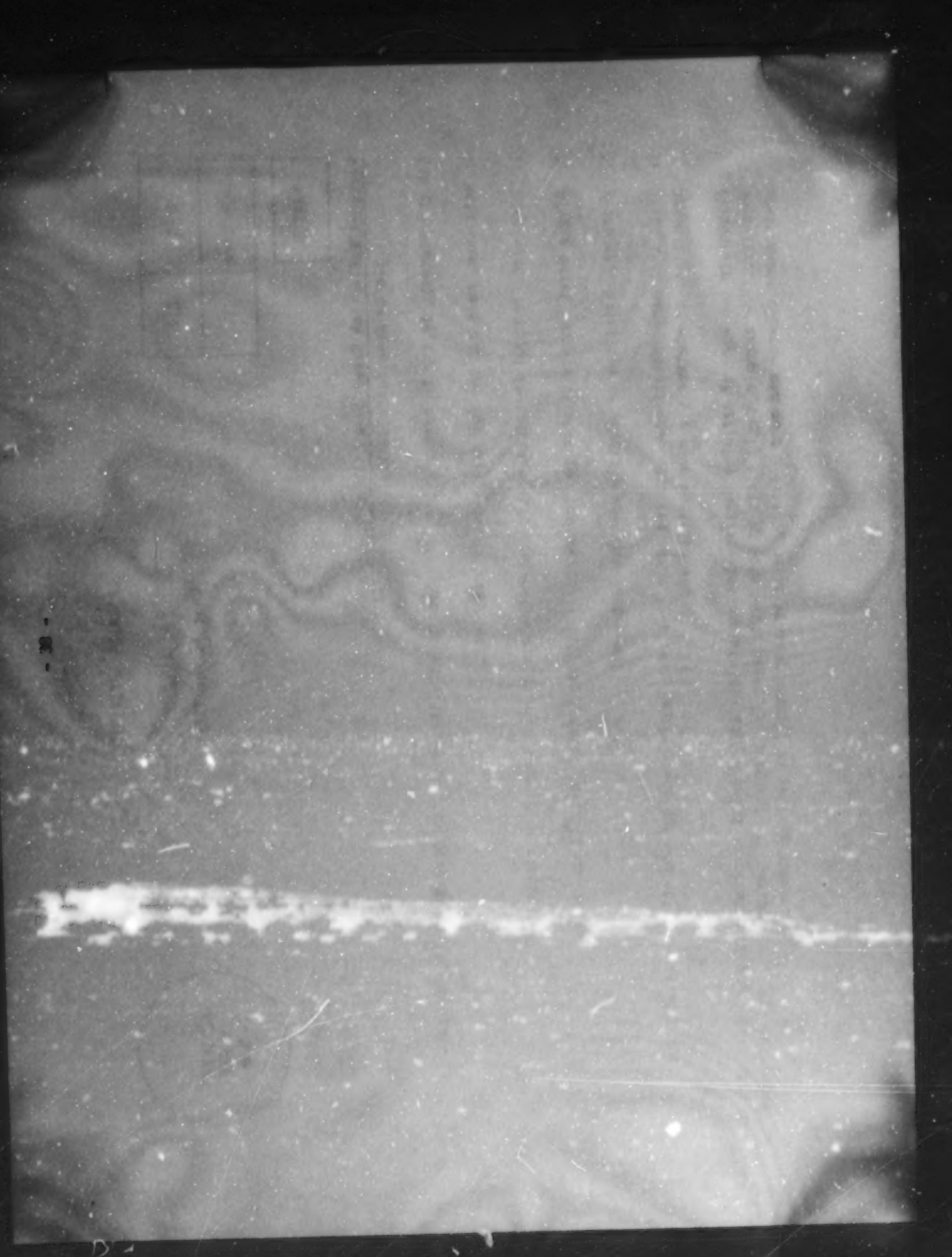
1. Last year, in Moral Instruction, did you work alone or with a group of classmates?

2. Give a brief summary of what you remember of last year's Moral Instruction course.

3. Write the definition of morality you gave last year.

4. Given that many changes have occurred since last year, explain whether you still agree with your definition, or whether you have modified it.

5. Illustrate two ways of defining morality and explain how each drawing is related to your definition of morality. For example, Louis picks up some waste paper lying around the garbage can. By making the environment cleaner and more pleasant, he is helping himself as well as others.



3.3 MODULE 3: THE GROUP

MODULE 3: THE GROUP

Time

Two 45-minute periods

General Objective

To recognize that membership in a group requires a general atmosphere of trust and mutual acceptance.

Terminal Objective

At the end of this module, the student should be able:

Unit 3.1 To recognize the individual's need to belong.

Unit 3.2 To define the word "group."

Unit 3.3 To determine the important needs which group life can satisfy.

Unit 3.4 To recognize the demands of membership in a group.

Unit 3.5 To identify the main advantages of membership in a group.

Unit 3.6 To name the main disadvantages of membership in a group.

Unit 3.7 To identify the various responsibilities of membership in a group.

Unit 3.8 To realize that personal autonomy begins with inner harmony and harmony with others.

INTRODUCTION

The human being's need to be acknowledged and accepted, his need to love and be loved, his need to feel secure and productive, and his need to live a complete life compel him to turn to others and to strive to develop a good rapport with them. Simply listing all the services people exchange with each other is sufficient to make us understand how we need others in our daily lives.

Adolescents, particularly Secondary II adolescents, meet this need for others by forming groups within which ties among members are very strong. It is already the beginning of a serious awareness of the need for others, a recognition that the human being is basically social and that he cannot live without others.

This module aims at helping the student to understand the reasons why people come together, and at making him aware that membership in a group requires trust and acceptance.

Suggested Sequence

The study of the group starts with an examination of the individuals's need to belong (Objectives 1-2; 2 periods), and with the definition of the word "group" (Objectives 3-4; 1 period). The student is then asked to determine the important needs that can be satisfied by group life (Objectives 5-6-7-8; 3 periods).

The fourth unit makes him aware of the demands of membership in a group (Objective 9-10-11; 2 periods). The student can then identify the main advantages of membership in a group (Objectives 12-13; 3 periods) and the main disadvantages (Objectives 14-15-16-17; 3 periods). It is equally important to identify the various responsibilities of membership in a group (Objectives 18-19-20-21; 3 periods) and to become aware of the values which make autonomy within a group possible (Objectives 22-23-24-25; 3 periods).

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Audio-Visual Material

It's Winning That Counts. 55:24 106C 0175 200 N.F.B.

A Fable for Friendship. 11:00 106V 0150 027 N.F.B.

The Family: Portraits of Change. 86:32 106C 0179 315 C.B.C.

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Unit 3.1: The Individual's Need to Belong	Terminal Objective: To recognize the individual's need to belong.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
		The student should be able:			
2	1 C	Without referring to his notes, to explain two underlying motivations behind the individual's need to belong. C.P. 2/2		Personal reflection based on a text (See Activity Sheet 6)	Ask the student to explain two underlying motivations behind the individual's need to belong.
	2 A	With the help of charts, to ascertain his own need for others in daily life by identifying the people who contribute in some way to his life.		1st Exercise: People I need (Individual work) 2nd Exercise: My actions (Individual work) 3rd Exercise: My friends (Individual work) (See Activity Sheet 7)	Make sure the student has completed the exercises.

Unit 3.2: Concept of Group	Terminal Objective: To define the word "group."

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	3 C	From memory, to name three kinds of groups in your community. C.P. 2/3		Teacher presentation and group discussion (See Activity Sheet 8)	As the student to name three kinds of groups in his community. (See Activity Sheet 10)
	4 C	Referring to a list of five definitions, to explain the definition which best corresponds to the idea of a group. C.P. 70%		- Individual research - Group discussion (See Activity Sheet 9)	

Unit 3.3: Group Needs	Terminal Objective: To determine the important needs which group life can satisfy.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	5 C	Without notes, to identify five expressions he uses to assert himself. C.P. 4/5	□	- Short presentation - Teamwork - Group discussion (See Activity Sheet 11)	Based on the experience of today's young people, ask the student to identify five expressions he uses to assert himself.
	6 A	Following a briefing, to become aware of his need for consideration by listing eight actions, words or attitudes which answer this need.	◇	- Short presentation - Individual work (See Activity Sheet 12)	Check whether the student has listed the actions, words or attitudes.

Unit 3.3: Group Needs	Terminal Objective: To determine the important needs which group life can satisfy.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	7 A	Referring to a list of groups, to identify his usual reactions in a group situation by analyzing the role he plays in one of these groups.	□	Individual work: 1. Identifying groups 2. Questions 3. Reading a text and doing a quiz (See Activity Sheet 13)	To conclude his analysis, the student can complete the following sentence in writing: "When someone lets me know that my presence is unwanted, I ..." Check whether the assignment has been completed.
	8 A	Referring to events in his personal life, to become aware that his need for security is partially fulfilled by belonging to a group, and to demonstrate this by drawing illustrations of two relevant actions.	◇	Illustrating two incidents in the student's personal life (See Activity Sheet 14)	
				Synthesis Activity: Film "Give and Take" (See Activity Sheet 15)	

Unit 3.4: Group Membership Requirement:	Terminal Objective: To recognize the demands of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	9 C	Based on a given sentence, to explain three essential requirements of membership in a group. C.P. 2/3		- Teacher presentation - Question to be answered in pairs (See Activity Sheet 16)	Beginning with the following sentence, ask the student to explain three essential requirements of membership in a group: "Working with others is a demanding challenge and more so because each group has its own rules."
	10 C	Without notes, to justify the importance of consensus in group action. C.P. 2/3		- Defining the word "consensus" - Case study of Peter - Alternative activity: Game of reward - Discussing the activity (See Activity Sheet 17)	Ask the student to give three reasons justifying the importance of consensus in group action.

Unit 3.4: Group Membership Requirement	Terminal Objective: To realize the demands of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	11 A	Starting with the preceding exercise, to describe his personal reaction when a group decision is contrary to his own ideas, by relating a personal experience.	☐	Questions to be answered individually: a) Relating a personal experience b) Describing a personal reaction (See Activity Sheet 18)	Make sure the student has answered the questions.

Unit 3.5: Advantages of Group Membership	Terminal Objective: To identify the main advantages of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	12 C	Without the use of his notes, to name three main advantages to forming a group.		- Individual work or team-work: Case study of Lucy - Alternative activity: Participating in a group activity (See Activity Sheet 19)	Ask the student to name three main advantages to forming a group.
	13 C	Taking the preceding exercise as a starting point, to indicate the need to establish an atmosphere of trust within a group, noting his own observations on the subject.		Individual work: - Describing a television program or giving an example of a sports team - The importance of trust in one's personal life (See Activity Sheet 20)	Check whether the student has answered the two questions.

Unit 3.6: Drawbacks of Groups	Terminal Objective: To name the main disadvantages of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	14 C	Without the use of his notes, to explain three of the main disadvantages of membership in a group. C.P. 2/3		- Questions based on Irene's case study - Sharing ideas (See Activity Sheet 21)	Ask the student to explain three of the main disadvantages of membership in a group. (See Activity Sheet 23)
	15 C	From memory, to define group prejudices, their causes, and the different types of prejudices.		- Teacher's presentation - Personal reflection (See Activity Sheet 22)	
	16 A	Based on the teacher's presentation on prejudice, to express his willingness to identify his own prejudices in relation to some of his classmates by reflecting on his behaviour.		Activity: Self inquiry (See Activity Sheet 24)	Check whether the students have answered the two questions.

Unit 3.6: Drawbacks of Groups	Terminal Objective: To name the main disadvantages of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	17 A	In given situations, to identify the actions and behaviours which one decides not to adopt in order to avoid the negative judgments of a peer group, by describing how he would have behaved in such situations.		- Three difficult situations - Personal experience - Alternative activity: Organizing an activity (See Activity Sheet 25)	Make sure the assignment has been completed.

Unit 3.7: Responsibilities in a Group	Terminal Objective: To identify the various responsibilities of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	18 C	Given a list of actions, to name five main responsibilities of each member of a group. C.P. 4/5		Activity: "Being responsible" (See Activity Sheet 26)	(See Activity Sheet 27)
	19 C	Without referring to his notes, to name two behaviours of acceptance and two behaviours of rejection. C.P. 3/4		- Reading of a case study and group discussion - Alternative activity: Organizing an activity and evaluating the behaviours observed (See Activity Sheet 28)	Ask the student to name two behaviours of acceptance and two behaviours of rejection within a group.
	20 A	Based on the preceding activities, to seek five ways to improve his behaviour within a group and to illustrate them.		Individual work (See Activity Sheet 29)	Check whether the assignment has been completed.

Unit 3.7: Responsibilities in a Group	Terminal Objective: To identify the various responsibilities of membership in a group.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	21 A	To express the difficulty of being oneself in a group by describing the kind of reactions expected in each of ten situations described in a sentence-completion exercise.	☐	Sentence-completion exercise (See Activity Sheet 30)	Make sure the student has completed the sentences.

Unit 3.8: Harmony with Oneself and with Others	Terminal Objective: To realize that personal autonomy begins with inner harmony and harmony with others.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	22 C	Given a list of sentences to describe two rewards and two frustrations associated with being part of a group. C.P. 3/4		Preparing two short comic strips (See Activity Sheet 31)	(See Activity Sheet 32)
	23 C	Given a list of words, to select three essential values and to explain how they are conducive to personal autonomy within a group. C.P. 2/3		- Teacher's presentation on values and autonomy - Discussion based on specific questions (See Activity Sheet 33)	(See Activity Sheet 34)

Unit 3.8: Harmony with Oneself and with Others	Terminal Objective: To realize that personal autonomy begins with inner harmony and harmony with others.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	24 A	Given the values identified in the previous exercise, to select a value he believes in and to express it openly by designing a badge and wearing it.	⬡	- Game of hidden values - Designing a badge (See Activity Sheet 35)	Check whether the student is wearing his "badge." N.B. Marks may be given for the originality of the badge.
	25 A	To write a charter on group membership and to sign it to indicate his adherence to its underlying values.	⬡	- Teacher's presentation - Writing a charter - Signing the charter (See Activity Sheet 36)	Check whether the charter has been prepared and signed.

LEARNING ACTIVITIES

Unit	3.1
Objective	1

The Need to Belong

ACTIVITY SHEET 6 a

The following text could be used as a basis for personal reflection:

"I need others and others need me."

One of the major psychological needs is the need to be acknowledged and accepted by others. It is a fundamental need, for all other needs stem from it. Without the acknowledgement and acceptance of others, we can neither love nor be loved; the same principle applies to all other needs. Imagine someone living as a complete outsider to everyone else, someone who receives neither protection nor love from others. This person would live in a constant state of insecurity and fear. He would be in such a state of terror that it would be difficult for him to survive.

No doubt, you have had some bad experiences when you felt ignored or misunderstood by others. If you are attending a comprehensive high school, for example, you may have the impression of being treated as a number. For instance, John Doe becomes DOEJ 580541.

Teachers do not always know all of their students by name, and worse still, students enrolled in the same course do not always know one another. If you want to do a simple test, take a few minutes to write down the names and surnames of all the students in your French class.

(PAUSE)

LEARNING ACTIVITIES

Unit	3.1
Objective	1

The Need to Belong

ACTIVITY SHEET 6 b

If you were able to identify all of your classmates, congratulations! You are definitely above average. Now think about how it feels to be acknowledged, how you like to be recognized in the hallways and be called by your first name.

On occasion, you have probably felt unhappy within your own family because you had the impression that your parents did not understand you and that you were not accepted as you are. If the need to be acknowledged, understood, and accepted is not always satisfied within the family (whose function it is to give affection and protection to all its members), then this need is even less likely to be satisfied within society, which caters less to such needs. Consequently, everyone suffers because by nature human beings are not meant to live alone.

Human beings must count on others to live, to grow, and to develop. The new-born baby is completely dependent on his parents for an extended period of time, while young animals become self-reliant after only a few days. Even as we grow older, the need to receive from others persists. In ancient times, hermits would retire to the desert to live in isolation, but they were exceptional, marginal cases. Nowadays, those who reject the ways of society or the principles of its ideology may join together to form a new society that is more to their liking.

Even if life in society poses many inconveniences and limits personal freedom, human beings cannot live without it, because by nature they are social beings meant to live with others. Think of the wolf-boy who was raised by a pack of wolves. When he was found, he could not speak and crawled on all fours; his intelligence was underdeveloped and did not compare to that of a child brought up in a human society.

LEARNING ACTIVITIES

Unit	3.1
Objective	1

The Need to Belong

ACTIVITY SHEET 6 c

The need for acknowledgement and acceptance, the need to love and to be loved, the need for security and protection, the need to live a full life: none of these can be fulfilled without other people. He who refuses others and believes that he can be totally self-sufficient does not have a clear awareness of the realities of life.

Try to make a list of all the services people render one another and you will realize how dependent we are in our daily lives.

The baker makes bread for the bakery; the butcher sells meat that comes from the livestock raised by the animal farmer; the grocer sells vegetables grown by the agro-farmer; the merchant sells clothes sewn by the dress maker. When something needs to be repaired in the house, we call the carpenter, the plumber or the electrician. When there is no electricity at home, we sit down and do nothing, waiting for the Hydro man to restore power. It is the same in all areas of life: each person has a task to perform, a task which is complementary to other people's tasks. Life in society has its inconveniences but it also has its rewards; consider the human relationships that are made possible and the services that it allows us to enjoy.

Exercise:

Ask the students to underline the sentence in the text which they think is the most interesting and the most meaningful.

LEARNING ACTIVITIES

Unit	3.1
Objective	2

Needing Others

ACTIVITY SHEET 7 a

Having read the preceding text and reflected on it, the student was made aware that by nature, human beings are meant to live with others. The student must now verify his own need for others in his daily life.

1st Exercise: People I Need

A. In each of the 20 circles in the diagram, write the name or the occupation of someone on whom you depend for one reason or another.

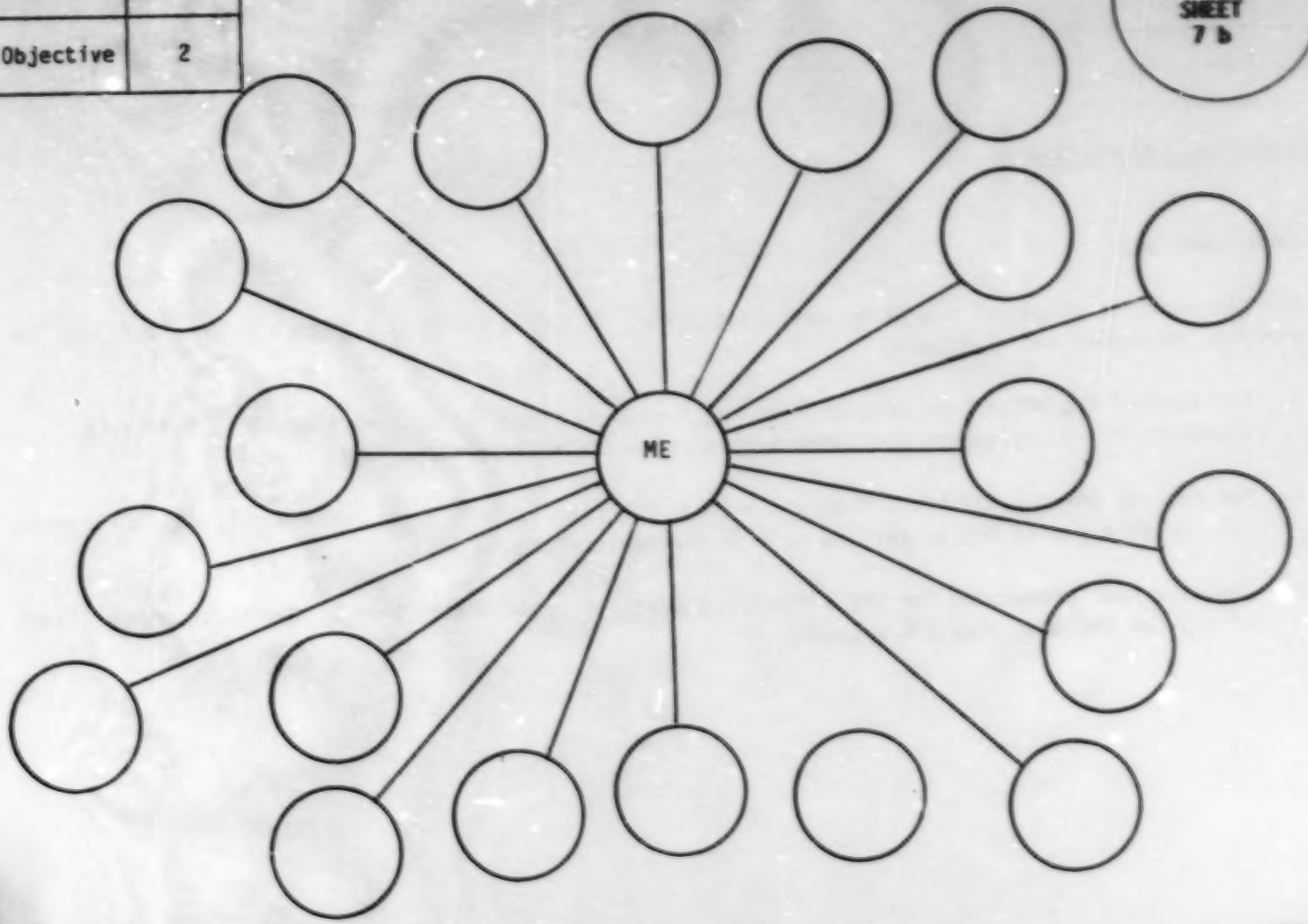
B. Trace a double line between the circle marked "ME" and the circle with the names of the people you need in a more personal way.

LEARNING ACTIVITIES

Unit	3.1
Objective	2

Needing Others

ACTIVITY SHEET 7 b



LEARNING ACTIVITIES

Unit	3.1
Objective	2

Needing Others

ACTIVITY SHEET 7 c

2nd Exercise: My Actions

A. Individual Work

Ask the students to answer the three questions below. A sample chart is provided on the next page for students to record their answers.

1. For each of the activities mentioned on the following page, indicate whether the activity is pleasant (P) or unpleasant (U) by marking an X in the appropriate column.

2. For each of these activities, indicate whether it is an activity done individually (I), in a group (G), or as a family (F) by marking an X in the appropriate column.

3. Indicate your preference for the different activities by arranging them in numerical order. Start with 1 for the most pleasant activity.

LEARNING ACTIVITIES

Unit	3.1
Objective	2

Needing Others

ACTIVITY SHEET 7 d

ACTIVITIES	P	U	I	F	G	PREFERENCE
1. Reading a book						
2. Watching the news on TV						
3. Playing hockey						
4. Going skiing						
5. Going camping with the family						
6. Listening to records						
7. Doing your French homework						
8. Mowing the lawn						
9. Eating at a restaurant						
10. Having a party for a friend						
11. Going for a bicycle ride with your friends						
12. Going to school						

LEARNING ACTIVITIES

Unit	3.1
Objective	2

Heeding Others

ACTIVITY SHEET 7 e

B. Teamwork

For each of the activities mentioned in the chart, explain in what way people need each other.

C. Group Discussion

Emphasize the fact that even when we engage in individual activities (e.g. reading a book), we can still appreciate the work done by others (in this case, the author, the artist who did the illustrations, etc.).

Individualized Instruction

For this exercise, the student can do part A by completing the chart.

LEARNING ACTIVITIES

Unit	3.1
Objective	2

Needing Others

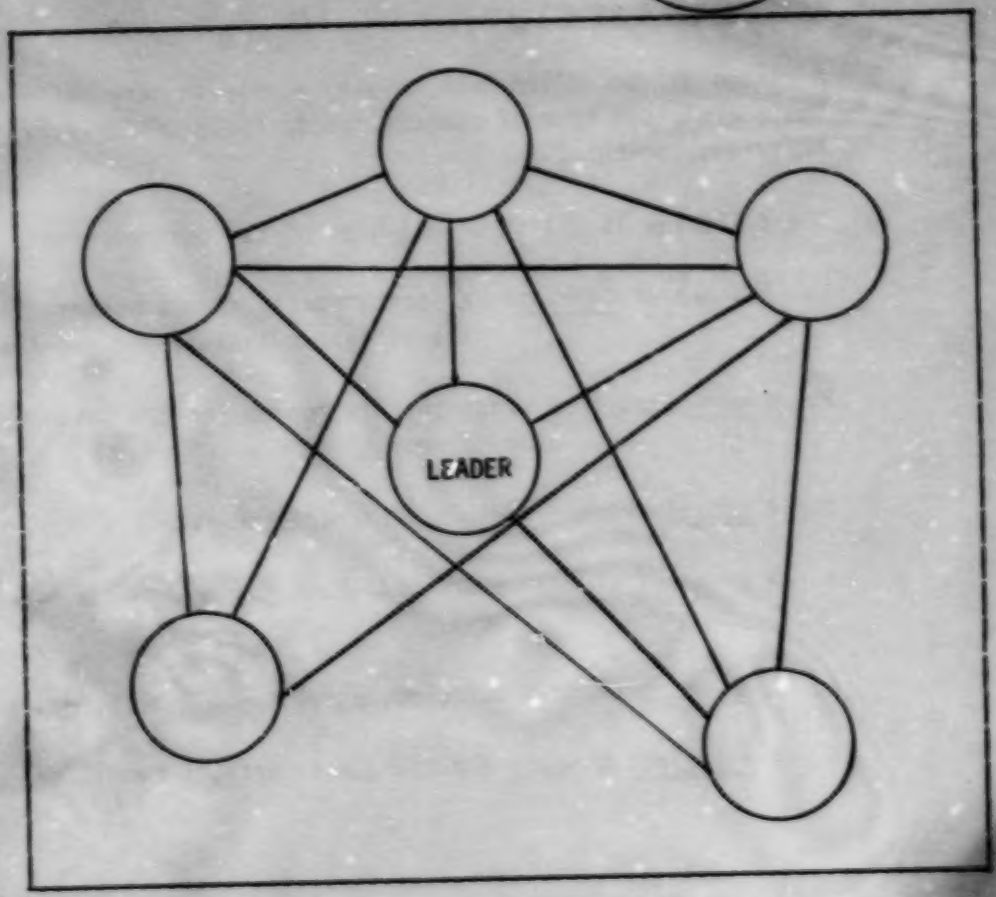
ACTIVITY SHEET 7 f

3rd Exercise: My Friends

A. The student writes the names of his friends in the outer circles, and indicates the name of the leader of the group (the one with the greatest influence over the others) in the centre circle. (If there are not enough circles, more may be added.)

B. The student traces a double line between his own circle and those of the friends he appreciates the most.

C. The student writes a sentence explaining why he needs his friends.



LEARNING ACTIVITIES

Unit	3.2
Objective	3

Being Part of a Group

ACTIVITY SHEET 8 a

Teacher's Presentation

A person may be called upon to play a role in many different groups. Membership groups vary according to their aims, the type of members, their field of activity, as well as the interpersonal links existing among individual members.

The following is a list of examples of various membership groups:

1. A group of friends: a spontaneously formed association held together by the many personal ties among the different individuals involved;

2. A work group: a group that is formed for the purpose of performing a common task, as for example, a study group;

3. A school group: a class or school committee, a committee for extra-curricular activities, and so on;

4. A cultural group: a drama club or dance group, a non-professional orchestra, a club of collectors, or other;

5. A sports group: a ski club, a volley-ball team, and so on;

6. A religious group: a parish, a liturgical committee, a mutual aid club, and so on;

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Being Part of a Group

ACTIVITY SHEET 8 b

7. A political group: a group representing a political party, a committee for the protection of the environment, and so on;

8. Other.

If we consider groups from another point of view, we may qualify them as follows:

1. Homogeneous (similar, united, not mixed) - groups based on similar interests, tastes, attitudes (for example, a group of friends, a sports team, or a cultural interest group);

2. Heterogeneous (mixed, different) - groups formed for the purpose of performing a common task without necessarily involving close ties among members (for example, an organizational committee, a political group, or a group of students from different grade levels);

3. Mixed - groups composed of people from the two preceding groups.

These different groups have many similarities. Each group has its own aims, leader, and regulations, a designated meeting place, and specific activities. A member of a group must accept the rules of the game, function with others, and be less individualistic in his way of thinking. It is only under these conditions, namely, when the resources of the different individuals are pooled together, that a group experience can be rewarding.

LEARNING ACTIVITIES

Unit	3.2
Objective	3

Being Part of a Group

ACTIVITY SHEET 8 c

N.B. Discuss the different kinds of groups and ask the students to give examples.

Individualized Instruction

Prepare a text based on the ideas suggested for the teacher's presentation, then ask the student to read it.

Ask the student to identify in writing three kinds of groups that exist in his immediate environment.

LEARNING ACTIVITIES

Unit	3.2
Objective	4

Defining the Word "Group"

ACTIVITY SHEET 9

A. Individual Work

1. Look up the definition of the word "group" in a reference book (a dictionary or any other appropriate book).

2. Write down your own definition of the word "group."

3. Give an example of your definition.

B. Sharing

Write a few definitions on the blackboard and decide together on a definition that is acceptable to the whole class.

Individualized Instruction

To replace exercise B, have the student ask an adult to define the word "group" and then have the student compare this definition to his own.

LEARNING ACTIVITIES

Unit	3.2
Objective	4

Choosing the Right Definition

ACTIVITY SHEET 10

Referring to the five definitions given below, choose the definition that corresponds best to the idea of a group.

1. A group of individuals with different objectives.
2. A gathering of people who are individualistic in their attitudes and in their behaviours.
3. A collection of people who work together by obligation and under pressure.
4. An assembly of individuals who have a common goal and who work together in a climate of mutual trust and acceptance.
5. A set of various objects.

Answer: number 4

LEARNING ACTIVITIES

Unit	3.3
Objective	5

Asserting Yourself

ACTIVITY SHEET 11 a

A. Short Presentation

For human beings, asserting themselves means expressing their rights, opinions, feelings and beliefs in a direct, honest and appropriate manner, without violating the rights of others. For example, Nancy used to talk all the time, interrupting everyone, and was inconsiderate of others. As a result, everybody suffered because they did not get a chance to express their own thoughts and opinions. One day, John decided to show Nancy tactfully how she behaved during a discussion. He explained to her that she never let other people voice their opinions, that she would certainly not appreciate it if others behaved in the same manner and that to be part of a group everyone should have the chance to express himself. By taking this action, John was asserting himself; he was showing others that he too had a need and the right to express his opinion. Asserting oneself should not be confused with being aggressive, a behaviour which usually involves either physical or verbal violence against others, or both.

B. Teamwork

1. Divide the students into groups of four or five.

LEARNING ACTIVITIES

Unit	3.3
Objective	5

Asserting Yourself

ACTIVITY SHEET 11 b

2. Ask the students to find 15 expressions which they use regularly to assert themselves in a group.

Examples:
- Let me do it ...
- I'm old enough to ...
- Wait, you'll see ...
- Move over, let me do it ...
- I'm not a baby any more ...

C. Sharing

Each team presents its selection to the class. Have the students discuss their findings and then ask them to refer to the initial presentation and to draw a conclusion regarding this activity.

Individualized Instruction

The student may do the same assignment and then meet with a friend to ask him for other expressions.

LEARNING ACTIVITIES

Unit	3.3
Objective	6

Showing Consideration

ACTIVITY SHEET 12

A. Short Teacher Presentation

Consideration is an attitude by which we recognize and show the value, the attention and the esteem that we think a person deserves because of his actions and opinions, and simply for being himself. For example, Ronald is the best player on the volleyball team. His teammates acknowledge this fact and show their interest when they congratulate him after he plays an excellent game; they tell him how great he is, that he led the team to victory, and so on. They express their consideration for him. And because this makes him happy, he will outdo himself in the next game to win his teammates' consideration and esteem.

B. Individual Work

Ask the students to write "I like to be considered" as a heading on a sheet, and then to list at least five actions, attitudes or words, which they have noticed to be characteristic of their own behaviour within a group and which demonstrate their need for consideration.

Examples:
- I like to help others and I wait for people to acknowledge it ...
- When I want to express an idea, I ask for people's attention ...
- When I do something good, I tell many people about it so that ...
- Etc.

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 a

Individual Work

1. Identifying Groups

Among the following membership groups, ask each student to indicate those to which he belongs and to specify the nature of the group in question.

Example: a sports group --------> baseball team

1. a group of friends
2. a work group
3. a school group
4. a cultural group
5. a sports group
6. a religious group
7. a political group

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 b

2. Questions

Each student chooses one membership group identified in the preceding exercise and answers the following questions.

1. What is the objective of the group?
2. Who is the leader?
3. What are the rules and regulations?
4. What activities does the group perform?
5. Where does the group meet?
6. What is your role in the group?
7. How do you feel in the group?

- comfortable
- respected
- misunderstood
- shoved around
- uncomfortable
- passive
- important

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 c

3. Reading a Text and Doing a Quiz

A. Text

Read the following text with the students and comment on it.

When you are working in a group, your reactions to people may vary according to your tastes, interests, feelings at the time, your character, obligations, etc. It is very important to be aware of your reactions in order to evaluate your role in the group and to make these encounters with others more interesting. The following is a descriptive list of a range of typical reactions of individual members of a group. You might find it useful as you try to become aware of your own behaviour within a group.

1. Constructive: Constructive behaviour is any reaction that can benefit the group (feeling like a full-fledged member, being helpful to each of the other members, working towards a common goal, wanting to achieve something, trying to clarify matters, participating in discussions).

2. Aggressive: Aggressiveness seldom helps the group to progress, except when it allows a member to defend himself in a situation of real danger, or when it allows the group to continue to exist by resisting an external danger which threatens to destroy it. Being aggressive means, for example, rejecting others, being perverse, being a troublemaker, being impatient, as well as being critical, insulting, physically aggressive, and hurtful towards others.

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 d

3. Withdrawn: This involves withdrawing into the world of daydreams and fantasy to seek, for example, new ideas and activities for the group. If such withdrawal is habitual, it could mean a lack of interest in what the group has to offer and a certain passivity towards the group's activities. Withdrawing means reflecting, fantasizing, daydreaming, being passive or disinterested, dropping out, drifting away from the subject, clowning around, doing other work, and so on.

4. Efficient: Being efficient means being willing to help, contributing your talents and ideas, being serious and hard working, concentrating on the subject, participating in an active manner.

5. Dependent: Being dependent is having no personal opinions, being afraid to assert yourself, following the opinions of others without discussion, siding with the strongest.

6. Relaxed: A relaxed response may involve the ability to calm conflicts, being happy, encouraging others, making them laugh at times, stabilizing situations, feeling at ease.

7. Uncomfortable: A show of discomfort is indicated when you feel rejected, misunderstood, pushed around, uncomfortable, inferior, timid, limited.

8. Trusting: A reaction of trust implies feeling accepted, listened to, important, useful, at ease, not afraid of asserting yourself, being satisfied.

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 e

9. Stubborn: This reaction may signify that the person has character, has strong convictions and is convinced of the accuracy of his opinions. But, it can also signify that the person is inflexible, rigid in his actions and ideas, unable to accept other people's opinions, and generally opposed to everything.

10. Open-minded: An open-minded member is friendly and attentive, knows how to listen, respects different opinions, enjoys working with others.

B. Quiz

To answer the quiz as truthfully as possible, the student should try to recall his usual reactions when he participates in a group discussion.

For each of the following statements, answer "yes" or "no" in your notebook to indicate if it describes your usual response in a group discussion.

1. I believe that others listen to what I have to say.
2. I am able to listen to others without interrupting them.
3. I do not like it when people do not share my opinions.
4. In a group, I often feel rushed.
5. When there is any show of aggressiveness, I try to calm people down.
6. I try to be useful to the group.
7. When the discussion is long, I do something else.
8. When there is tension, I joke to make others laugh.

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 f

9. I am often impatient.
10. I do not feel comfortable in a group.
11. I like working with others.
12. When a question is not clear, I offer additional information.
13. I am always telling jokes.
14. Once my mind is made up, nobody can change it.
15. Teamwork is a serious matter.
16. My opinion is always the best.
17. Teamwork is enriching.
18. In a group, I am rather passive.
19. I like to do my share to help the discussion progress.
20. I always give my opinion, even if it differs from that of others.
21. I am often in the clouds.
22. I feel as if I were wasting my time.
23. I respect opinions that differ from mine.
24. I always side with the majority.
25. I am rather shy in a group.
26. I look for solutions.
27. I try to understand the other person's point of view.
28. I think that others like to team up with me.
29. I put all my talents at the disposal of the group.
30. I am the clown of the group.

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 g

31. In a group, most people have mediocre ideas.
32. I am often misunderstood.
33. In the course of a discussion, I summarize the opinions expressed.
34. I leave the decisions to others.

Analyzing your reactions:

For every "yes" answer, match the number of the statement with the number of response in the list below, then go on to the next page and mark an X beside this reaction in the appropriate column.

1. Trusting
2. Open-minded
3. Aggressive
4. Uncomfortable
5. Relaxed
6. Effective
7. Withdrawn
8. Relaxed
9. Impatient
10. Uncomfortable
11. Constructive
13. Clownish
14. Stubborn
15. Serious
16. Superior
17. Satisfied
18. Withdrawn
19. Constructive
20. Assertive
21. Withdrawn
22. Aggressive
23. Open-minded
24. Dependent
25. Uncomfortable
26. Efficient
27. Open-minded
28. Trusting
29. Efficient
30. Clownish
31. Superior
32. Uncomfortable
33. Incisive
34. Dependent

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 h

REACTIONS

POSITIVE

Constructive
Effective
Incisive
Relaxed
Open-minded
Serious
Trusting
Satisfied
Assertive

TOTAL: _____
17

NEGATIVE

Aggressive
Withdrawn
Dependent
Uncomfortable
Stubborn
Clownish
Superior
Impatient

TOTAL: _____
17

LEARNING ACTIVITIES

Unit	3.3
Objective	7

Being Aware of Your Reactions

ACTIVITY SHEET 13 1

INTERPRETING YOUR RESULTS

Positive Reactions

Score:

17 - You are an excellent participant
14 to 16 - Very good
11 to 14 - Good
8 to 10 - Average
5 to 7 - Fair
less than 5 - Poor

Negative Reactions

Score:

17 - You do not participate at all
14 to 16 - You are a poor participant
11 to 13 - You are a fair participant
8 to 10 - Room for much improvement
5 to 7 - Room for some improvement
less than 5 - Still a few points to correct

Individualized Instruction

The student can do the work suggested in Sections 1 and 2. He will certainly need explanations on the text and the quiz suggested in Section 3. A meeting between the teacher and the student should be scheduled.

LEARNING ACTIVITIES

Unit	3.3
Objective	8

True stories

ACTIVITY SHEET 14

Ask the students to draw a cartoon or to use a method of their choice to illustrate two experiences in their lives in which their need for security was fulfilled by a group.

Here, security means the need to be with others.

Example: I must present a project to the principal for the upcoming student festival. I am anxious because I am afraid that he will reject it. I ask a group of friends to come with me and all goes well.

LEARNING ACTIVITIES

Unit	3.3
Objective	5,6,7,8

Synthesis Activity

ACTIVITY SHEET 15 a

The purpose of this activity is to help students identify more accurately the important needs that can be satisfied by membership in a group:

- the need for self-assertion and consideration;
- the need for acceptance;
- the need for security.

FILM "Give and Take"[1]
PRODUCER: Agency for Instructional Television
TIME: 20 minutes - (in colour).

SUMMARY

James and Freddy want to build a tree house, but first they must get someone to pick up the lumber. They negotiate with their father who agrees to miss part of the ball game on TV to pick up the lumber and they agree to use only half of the lumber so that he has to make only one trip.

---

1 Agency for Instructional Television "Give and Take" Program 4 Series: Trade-Offs, BRN 36055-1, 20 min. Video recording, Bloomington, A.I.T., 1978.

Note: This film, while part of an understanding Basic Economics series, is a good teaching tool for cooperation and compromise in order to achieve a goal.

Accompanying pedagogical document: Bonnie Meszaros, "Give and Take," in A Guide to Trade-Offs. (Bloomington: Agency for Instructional Television, 1978), pp. 13-15.

LEARNING ACTIVITIES

Unit	3.3
Objective	5,6,7,8

Synthesis Activity

ACTIVITY SHEET 15 b

their next compromise involves whether to use all of the wood for their house or whether to use some to bank the corners of their go-cart track. James agrees to use only part of the lumber, leaving the rest for Freddy to use on the go-cart track.

James wants a raise in his allowance but his parents refuse. He negotiates with Freddy to use the centre of the race track to grow vegetables to sell for profit, and Freddy agrees to give up the idea of a figure-8 track.

The house of James' and Freddy's parents is broken into and the police take an hour to arrive, thus allowing the burglar to escape. Later at the town-hall meeting, the adults discuss where the tax money should go - further police protection or road works. The committee members have to decide what is best for the group.

This production was made possible because the young actors formed a natural group, used everyday (familiar) language, actually participated in the construction of the tree house and freely expressed their opinions.

TEACHING APPLICATION: The film appeals to young people at the secondary-school level. It enables them to identify and to recognize certain personal characteristics which affect individual attitudes and behaviours within the group. These include:

LEARNING ACTIVITIES

Unit	3.3
Objective	5,6,7,8

Synthesis Activity

ACTIVITY SHEET 15 c

- personal ideas;
- particular talents or weaknesses;
- temperament.

This video recording could be used as a basis for a number of activities.

1. Identify the particular traits of the different characters in the film which influenced their behaviour or the behaviour of the group. For example, James' willingness to compromise resulted in his and Freddy's attaining the lumber in order to build a tree house.

2. In the film, identify the characteristics of the individuals which lead to group action.

   Example: The boys cooperate. They have a discussion and reach a compromise with their father.

3. Based on a group experience, ask each student to define his ways of thinking and behaving which set him apart as an individual in a group.[1]

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[1] For further reading see:

Carl R. Rogers, et al. Person to Person (California: Real People Press, 1967).
Gail Tubbs, Prejudice (Connecticut: Xerox Press, 1973).

LEARNING ACTIVITIES

Unit	3.4
Objective	9

Being Assertive Takes Courage

ACTIVITY SHEET 16 a

A. Teacher's Presentation

The teacher may use the following text to prepare his presentation.

By nature, human beings are not meant to live alone; they need others to fulfill their basic needs. On the other hand, it is sometimes difficult to live with others because each person is different and unique. Human beings resemble each other and yet they are not alike; like fingerprints, there are no two perfectly identical human beings.

Living, working, or even playing with others can be a demanding undertaking, the more so because each group has its own rules. Nobody can decide unilaterally to become part of a group of friends; there are special conditions for admission and functioning. Those who do not accept these conditions are rejected. For example, motorcycle gangs usually have a leader, strict membership regulations, an initiation ceremony and a code of behaviour. The same principle applies to cultural associations or sports clubs. For instance, a player on a volleyball team must obey his coach, attend practice, have team spirit, and a desire to work with others towards a common goal. If these conditions are not met, he is excluded from the team, even if he is a top player. Similarly, work or discussion groups have golden rules to be respected, such as listening to and respecting others, not talking while others are speaking, focusing on the topic of discussion, and so on. In the past, in certain tribal societies, absolute conformity was expected of the individual; those who went against the laws of the clan risked punishment by death.

LEARNING ACTIVITIES

Unit	3.4
Objective	9

Being Assertive Takes Courage

ACTIVITY SHEET 16 b

It is not easy to go against the group or to assert oneself, and yet there are times when it is necessary to do so. If the group pressures the individual to perform actions against his principles or moral views, then he must object. The slogan "come on, everybody's doing it..." clearly leads to conformity, but it must not be used as an excuse for lack of courage or self-assertion. It is not only good, but necessary to develop one's personality, to voice one's opinion if one feels it is valid and to assert one's personal needs.

When the group pressures an individual to perform actions that he personally disapproves of, he has several choices. A few examples follow:

1. He can continue to <u>follow the group</u> in spite of everything, without any regard for his principles, his moral views and his own personality.

2. He can try to <u>change the group</u> and not be afraid to assert himself or to put forward his point of view in order to convince others.

3. He can <u>withdraw from the group</u> and find another group that will respect his values. This is not easy to do but it is a decision that shows he has character and a sense of responsibility.

LEARNING ACTIVITIES

Unit	3.4
Objective	9

Being Assertive Takes Courage

ACTIVITY SHEET 16 c

B. Question (Team of 2)

Ask the student to do the following exercise with the help of another student.

Name three possible options available to an individual in a situation in which the group leads him to perform actions of which he personally disapproves.

For example:

The leader of a coalition group urges the members to go on a hunger strike. One of the members is against the idea. What choices does he have?

Individualized Instruction

The student reads the text and answers the question. It would be advisable if the teacher could find a moment to discuss the subject with the student.

LEARNING ACTIVITIES

Unit	3.4
Objective	10

Reaching a Consensus

ACTIVITY SHEET 17 a

A. Definition of the Word Consensus

Ask the students to find the definition of the word "consensus" in the dictionary, or hold a brainstorming session on the subject.

A consensus is an agreement among individuals on a given topic.

When a decision must be made by a group, each person should explain his own point of view and hear out the opinions of the others; then everyone must agree to abide by the majority rule. If the members of the group cannot come to a unanimous decision, there is no consensus.

B. Case Study: Peter's Story

The following story illustrates disagreement in a group consisting of three boys and two girls, all of whom are 14 years old. Peter tells the story as it happened.

"Brian was the leader of the group and all the members had to obey him. I didn't resent it, because I had no ambition to take his place. What I didn't like was the direction he gave to the group.

LEARNING ACTIVITIES

Unit	3.4
Objective	10

Reaching a Consensus

ACTIVITY SHEET 17 b

Being taller and stronger than the others, he had no qualms about telling us we were dumb whenever we didn't agree with him. Most of the members of the group ended up adopting his way of thinking; they listened to him and did whatever he told them to do.

On many occasions, I tried to assert myself but I always stood alone; the others either took Brian's side or remained silent. It was as if they all wanted to be like him and look tough.

Last week, Brian went too far when he came up with one of his new ideas. He wanted us to go to the shopping centre to steal small items, just for fun. Whoever brought back the most articles would be considered the bravest. I just couldn't go along with it, but the others still remained silent. I wondered what I should do. Should I stay with the group in spite of everything or should I drop out?

PAUSE

1. Ask the student what he would have done if he were in Peter's place. Would he have gone along with the group or not?
2. Ask the student to justify his choice.
3. Have the student describe one of the consequences of his choice.

LEARNING ACTIVITIES

Unit	3.4
Objective	10

Reaching a Consensus

ACTIVITY SHEET 17 c

Peter's Story (continued)

This time, it was too much. I could not go on acting like a sheep and letting myself be manipulated. I was angry and shouted, "Are you crazy? Do you think we're stupid? I've wasted enough time on your schemes. I'm fed up and I'm leaving. If the rest of you are interested in shoplifting, do it without me!"

There was a moment of silence and then, a surprising thing happened. Those who always followed Brian came over to my side and agreed with me. Then, our "big chief" started to laugh a little nervously and explained that he was only joking, that he didn't really want to steal anything, and that he simply wanted to see our reactions.

Since then, the attitude of the group has changed and we are closer than before.

Reflection

In teams or individually, draw a conclusion from the above story.

1. What do you think of Brian's attitude?
2. What do you think of Peter's attitude?
3. In this case, how did they reach a consensus?

N.B. If this activity is done in teams, the students can go on and try to reach a consensus by formulating their team's answers.

LEARNING ACTIVITIES

Unit	3.4
Objective	10

Reaching a Consensus

ACTIVITY SHEET 17 d

C. Alternative: Game of Reward

Aim: To reach a consensus.

1. Have students form teams of four or five, and give them the following list of rewards.

   a) A two week holiday away from school.
   b) A property in the country (a farm).
   c) A bag of precious jewels.
   d) A one-million-dollar lottery ticket.
   e) A $ 10 000 cheque made out to a college or university of your choice (5 years of study).
   f) A complete sound system with 10 record albums of your choice.
   g) A musical instrument of your choice, worth up to $ 1 000.
   h) A summer job with a private company, guaranteed for 5 years when you reach the age of sixteen.
   i) A collection of books on animals or space.
   j) A trip south for the winter holidays.

2. The students of each team must agree on the choice of one reward.

3. When the teams have made their choice, they should write down the reasons for their selection.

LEARNING ACTIVITIES

Unit	3.4
Objective	10

Reaching a Consensus

ACTIVITY SHEET 17 e

4. When everyone is ready, a representative from each team announces his team's choice and the reasons for it. To conclude, it is important to note the difficulties encountered in the process of arriving at a consensus, focusing on the following factors:

   - the role played by each person in the process;
   - the strong arguments, the procedure followed;
   - whether or not each member managed to express himself.

D. Review of Activity

Focusing on one of the activities, ask the students to draw a conclusion about the importance of consensus in a group activity. It is possible to find examples in everyday life, in sports, in school, in politics, and so on. In each case, the student should be able to give his own point of view and listen to the opinions of others.

LEARNING ACTIVITIES

Unit	3.4
Objective	10

Reaching a Consensus

ACTIVITY SHEET 17 f

Individualized Instruction

The student can do the first two exercises. For the concluding exercise, present the following text:

Within a group, shared opinion is often preferable to disagreement. However, as in the preceding example, when someone does not agree with the ideas of the other members, he can prevent them from performing immoral actions. The person who disagrees can play a positive role by orienting the group in a better direction. In order for this person to succeed, the other members of the group must recognize that he is right and take his side. Reaching an agreement, that is, a consensus, can be a difficult process and can only be achieved through the exchange of opinions and through discussion. A consensus is always desirable, however, because it strengthens the group when all the members are in agreement.

LEARNING ACTIVITIES

Unit	3.4
Objective	11

Identifying Your Reactions

ACTIVITY SHEET 1B

Individual Work

The student answers the following questions:

1. Describe an experience you had with a group when you disagreed with the majority.

2. How did you react to the fact that the group's decision went against your own views?

3. How did the incident affect:

   - your personal life?
   - the group as a whole?

LEARNING ACTIVITIES

Unit	3.5
Objective	12

The Advantages of Belonging to a Group

ACTIVITY SHEET 19 a

A. Individual or Teamwork: Case Study of Lucy

Present Lucy's case to the students and ask them to answer the questions that follow.

"Lucy moved to a new neighbourhood a few months ago. She is not happy about having left her friends behind and sulks about it. Most of the time she stays indoors and, at school, she hardly speaks to anyone.

The other day, a friend organized an outing in town with a group of friends and invited Lucy. Lucy refused nonchalantly. She was not interested. The members of the group looked at her disapprovingly and decided not to bother with her.

Later, Lucy noticed that her companions abandoned her. She decided to do something about it and met Linda, the leader of the group, to apologize and to tell her she wanted to be part of the group."

Questions

1. Name three ways in which Lucy's decision to join the group will benefit her.
2. What would you have done in Lucy's place?
3. If you were to give a course on the advantages of membership in a group, how would you go about it and how would you present your course?

OR

Write to a friend explaining the advantages you see in being a member of a group.

LEARNING ACTIVITIES

Unit	3.5
Objective	12

The Advantages of Belonging to a Group

ACTIVITY SHEET 19 b

B. Alternative: Participating in a Group Activity

Have the students conduct a number of activities in groups of four or five. After their group activity, ask them to describe the main advantages of teamwork.

The teamwork assigned to the students may involve preparing an audiovisual presentation or a photomontage describing the kind of group to which they would like to belong.

For example:
- sports groups;
- various clubs such as:
  - . stamp collectors
  - . student newspaper
  - . student radio
  - . chess
  - . music
  - . theatre
  - . coin collectors

During the class discussion, make students aware of the advantages they discovered in working as a group.

LEARNING ACTIVITIES

Unit	3.5
Objective	12

The Advantages of Belonging to a Group

ACTIVITY SHEET 19 c

Advantages of Membership in a Group

Based on the preceding exercises, discuss the following concepts:

- Exchanging views and discussing ideas can be enriching;
- Sharing responsibilities makes the task seem easier;
- Working together makes the task seem more worthwhile;
- Working in groups helps people relax and tends to ease tension when there is a sound team spirit;
- The group provides an opportunity to communicate with and to listen to others;
- Motivation tends to be higher when working in teams;
- Being a member of a group helps one to know others better and to develop personal ties;
- Belonging to a group gives a person the opportunity to examine himself and to identify his personal needs, tastes and values.

Individualized Instruction

Have the student complete the first exercise.

LEARNING ACTIVITIES

Unit	3.5
Objective	13

Trust

ACTIVITY SHEET 29 a

Individual Work

Have the student do the following exercises:

1. Choose a television program which you have recently seen, in which trust among the different characters or in one particular character was an important element in the story. Tell the story in your own words showing why the element of trust was so important. What would have happened if this spirit of trust had not existed?

   - Identify the characters.
   - Describe their experiences.
   - Discuss the importance of trust in the story.

   As an alternative exercise, the student could take the example of a hockey player or some other athlete and explain why a spirit of trust is important to his performance.

   How does an athlete perform when he feels trusted by his teammates?
   What happens when the team does not have trust in him?

LEARNING ACTIVITIES

Unit	3.5
Objective	13

Trust

ACTIVITY SHEET 20 b

2. In one paragraph, explain why it is important to you that the members of a group to which you belong trust each other. For example:

   - Without trust, it is difficult to relate to others.
   - It is easier to communicate with each other when there is trust.

LEARNING ACTIVITIES

Unit	3.6
Objective	14

Group Dynamics

ACTIVITY SHEET 21 a

A.

Questions Based on Case Study of Gail

Present the following case study to the students and ask them to answer the questions that follow, individually or as a group.

Case Study of Gail

A few weeks ago, several student teams were organized to operate the school radio station during lunch hour. The Secondary II team operates the station on Tuesdays. The members of this team are Luke, Cathy, Oliver, Francis and Gail. Gail likes jazz and wants this kind of music to be played on the program. The others like progressive music; they laughed at Gail when she suggested they play "jazz." Now they are conspiring to replace her with someone who shares their tastes. Gail senses that there are problems. She finds it difficult to be herself and notices a certain negative undercurrent.

Questions

1. How do you think this story will end?
2. What difficulties does Gail face? Name three.
3. Based on Gail's case study, explain three advantages to being a member of a group.
4. Do you think it is possible for these students to reach an agreement?

LEARNING ACTIVITIES

Unit	3.6
Objective	14

Group Dynamics

ACTIVITY SHEET 21 b

B. Sharing of Ideas

Go back to the questions. The disadvantages sometimes encountered in group life may be caused by the following factors:

- prejudice against others;
- negative influences;
- difficulty in being oneself (even if the group is homogeneous, each member remains an individual with his own idiosyncrasies);
- narrow-mindedness;
- poor communication;
- etc.

In spite of the difficulties encountered in group activities, emphasize the positive aspects of the bad experiences. For example, a stalemate could be an opportunity for the members of the group to communicate with and understand one another better.

Individualized Instruction

The teacher should find the time to go over the activity with the student, using the ideas suggested under the heading "Sharing of Ideas."

LEARNING ACTIVITIES

Unit	3.6
Objective	15

Defining Prejudice

ACTIVITY SHEET 22 a

Note: The teacher might take this opportunity to go back to the Secondary I program. Module 6 of that program, the "Declaration of the Rights of the Child," deals with prejudice against people of different national origins. Using the definition of prejudice given in this module, the student can try to determine how prejudice can be harmful to group life.

A. Teacher's Presentation

1. Definition

- Have a short brainstorming session to identify the elements that can serve to define prejudice.

A prejudice is an opinion that has been formed of someone, or an attitude that has been developed towards the person without knowing him very well or without having considered all the facts. In other words, prejudice is shown when a judgment is made without having all the necessary information. For example, if you say a teacher is strict because a friend who knew him the previous year told you so, or simply because he looks strict, you are prejudiced because you are judging the person before really knowing him, and without being aware of the circumstances that led your fried to make such a judgment. Prejudice is also evident when an adult assumes that a young person is ill-bred because he wears his hair too long or because he always dresses in jeans. The opposite may also occur because prejudice can be favourable or unfavourable.

LEARNING ACTIVITIES

Unit	3.6
Objective	15

Defining Prejudice

ACTIVITY SHEET 22 b

- Ask the students to name some prejudices that they have noticed among the different groups within their community.

2. Kinds of Prejudices

- Among members of the same social, racial, or cultural group: Prejudice can take the form of a psychological distance when, for example, a person is considered queer, strange, or difficult to reach. Communication is considered impossible when people assume they will not be able to get along. In a group, favourable or unfavourable judgments are sometimes made about someone before really knowing the person. For example, Lucy decides that she does not like one of her new teachers because Peter told her about some unpleasant incidents that occurred the previous year.

- Among groups of different races or cultures: An individual is sometimes ostracized because he belongs to a group of a different social status. Prejudices may exist on the basis of cultural, political, religious, racial, or other differences. The individual as a person is overlooked; only his social status is considered and no effort is made to understand him.

N.B. Ask the students to give other examples.

LEARNING ACTIVITIES

Unit	3.6
Objective	15

Defining Prejudice

ACTIVITY SHEET 22 c

3. The Roots of Prejudice

Prejudices are often rooted in:

a) Culture and tradition: We are sometimes inclined to reject cultural forms that are markedly different from our own. Unfamiliar ways of thinking and living seem to aggravate us. Such an attitude can cause prejudice because it incites people to be judgmental and to have negative feelings towards certain groups even before knowing their true qualities and basic characteristics. This form of prejudice is known as stereotyping.

b) Economic and political factors: Sometimes entire groups and even entire nations feel thwarted in their national ambitions. History provides many examples of prejudice developed against certain groups because of the fear that they allegedly held too much power. In Germany, for example, antisemitism was a powerful political force. Prejudice can also be rooted in economic factors: workers are sometimes grossly underpaid, with the result that certain dominant groups make enormous profits from their labour. Some people take advantage of existing prejudices against minority groups and exploit them for personal gain.

c) Social isolation: Prejudice can be caused by a lack of knowledge about a particular group due to the isolation of its members. Some people live in closed groups and have very little interaction with the rest of the population. Certain groups resist rapid social changes and withdraw to live in isolation in the mountains or in remote areas. Outsiders tend to judge these groups without being aware of their philosophy or customs.

LEARNING ACTIVITIES

Unit	3.6
Objective	15

Defining Prejudice

ACTIVITY SHEET 22 d

d) Psychological factors: Prejudice is sometimes rooted in psychological factors called defense mechanisms. People may project their personal problems onto others because of jealousy or personal rejection, thus giving themselves the illusion of power. They make false judgments without making an honest effort to understand the people around them. In other words, they attribute to others characteristics which they find and reject in themselves.

B. Personal Reflection

The student is given the following questions:

1. Name three ways of fighting prejudice.
2. What do you think of a landlord who refuses to rent an apartment to a couple because one of them is black? Given the same situation, what would you do if you were the landlord?
3. Explain three effects or consequences of prejudice.
4. "Parents teach their children prejudice through their own behaviour when they reject others." Do you agree with this statement? Explain your answer in a few sentences.

LEARNING ACTIVITIES

Unit	3.6
Objective	15

Defining Prejudice

ACTIVITY SHEET 22 e

Individualized Instruction

A. The student answers the following questions.

1. Write a definition of prejudice in your own words.
2. Look up the definition of prejudice in the dictionary and record it in your notebook.
3. What is the difference between the dictionary definition and your own?
4. Give an example of prejudice which you have noticed in your community.

B. The student reads the text on the different kinds of prejudices and their causes.

C. He answers the questions suggested for personal reflection.

LEARNING ACTIVITIES

Unit	3.6
Objective	15

Understanding Prejudice

ACTIVITY SHEET 23

Questions

1. In one sentence, define the word "prejudice."

2. Explain how prejudice can be caused by or rooted in:

   a) culture and tradition;
   b) economic and political factors;
   c) social isolation;
   d) psychological factors.

3. Name two kinds of prejudice and give one example of each.

LEARNING ACTIVITIES

Unit	3.6
Objective	16

Self-Inquiry

ACTIVITY SHEET 24

Personal Reflection

Present the following two questions to the students:

1. Choose one of your classes (French, Mathematics, or any other class). In your notebook, write down the names of the teacher and all the students in the class.

   If you are missing any names, ask your teacher for help.

   Next to each name, indicate whether not or you are prejudiced towards that person. If you are, describe the prejudice.

2. What could you do to work on eliminating the prejudices you have just described?

LEARNING ACTIVITIES

Unit	3.6
Objective	17

The Fear of Rejection

ACTIVITY SHEET 25 a

Present the following assignment to the students and ask them to answer the questions individually.

A. Three Difficult Situations

By examining his past behaviour, the student should be able to identify the times when he has denied certain attitudes or refrained from taking certain action in order to avoid being rejected by a particular group.

1. A "1950s Day" was organized at a local comprehensive high school. The students were asked to dress like their parents did when they were young. Paula considered wearing her mother's old wedding dress but was afraid of being laughed at. She thought to herself: "Suppose I'm the only one to be dressed way," and decided not to participate in the event.

   a) What do you think of Paula's decision?
   b) What would you have done?

LEARNING ACTIVITIES

Unit	3.6
Objective	17

The Fear of Rejection

ACTIVITY SHEET 25 b

2. The Student Council, the School Council and the School Committee were planning a joint advertising campaign against marijuana use. Margaret, Dennis, Mary, and Emily had already agreed to join the team. However, at the last minute Dennis changed his mind. He was afraid of what his friends would think. He had smoked marijuana with them in the past and he thought they would laugh at him.

   a) What do you think of Dennis' decision?
   b) What would you have done?

3. John, Caroline, Ann, Michael, and Gerry were sitting on the curb outside their neighbourhood video store. Ricky, who is not a member of their group, came along. They started teasing him and laughing at him. Ann felt ill at ease because she knew Ricky well and did not want to see him get hurt. However, because she was afraid of being rejected by her group, she remained silent.

B. <u>Personal Experience</u>

Relate an incident in which the fear of being rejected by your group prevented you from doing something you wanted to do.

LEARNING ACTIVITIES

Unit	3.6
Objective	17

The Fear of Rejection

ACTIVITY SHEET 3.5 c

C. Alternative Activity

- The students organize an activity involving the whole class which could potentially present certain problems related to prejudice.

  Examples:

  - a "1950s Day";
  - a masquerade;
  - a silent march outside the school;
  - a school anti-smoking campaign (tobacco);
  - etc.

- Afterwards, review the activity and note the actions and attitudes which the students decided to avoid because they feared being rejected.

Individualized Instruction

The student may do exercises A and B.

LEARNING ACTIVITIES

Unit	3.7
Objective	18

Being Responsible

ACTIVITY SHEET 26

Explain the following assignment, which can be done individually or in teams.

The students read the following problem and answer the question below.

Problem

A cycling expedition is being organized for the summer holidays. It is to be a five-day excursion and will require a certain amount of preparation. The tour must be organized well in advance. Ivan, Jack, Mark, and Helen make up the group that will be going on the trip.

Question

If you were in charge of the group, how would you divide the responsibilities? Make a plan.

LEARNING ACTIVITIES

Unit	3.7
Objective	18

Being Responsible

ACTIVITY SHEET 27

Given the following list of behaviours, choose five major responsibilities of every member of a group by checking the box next to the appropriate behaviour.

Listening to others	
Asserting personal opinions and not giving in	
Respecting the requirements of the group	
Refusing to cooperate	
Welcoming newcomers	
Ridiculing another person's opinion	
Accepting others as they are	
Speaking loudly to be heard above others	
Taking every opportunity to talk about others	
Being yourself	

LEARNING ACTIVITIES

Unit	3.7
Objective	19

Acceptance and Rejection

ACTIVITY SHEET 28 a

A. Reading a Case Study and Class Discussion

"Susan, Andrew, John, and Danny have formed a band which occasionally plays at school dances and other events in their suburban hometown. Susan plays the organ, Andrew, the electric guitar, John, the trumpet, and Danny, the drums. The group is looking for a fifth member to play the bass guitar.

The other day, Gerry asked Andrew if he could join the band. Andrew talked to the other group members, but they decided not to accept Gerry because of his association with Mary-Ann who, in the past, has criticized the kind of music they play. Gerry is very disappointed and explains that, on the contrary, he has always liked the band's music. However, their decision is final and the answer is no."

- After reading the text, explain what is meant by a behaviour indicating acceptance and a behaviour indicating rejection.

- Refer to the list of behaviours presented in the evaluation section of the previous objective and ask the students to give examples of a display of acceptance and rejection.

LEARNING ACTIVITIES

Unit	3.7
Objective	19

Acceptance and Rejection

ACTIVITY SHEET 28 b

B. Alternative Activity: Organizing an Activity and Evaluating the Behaviours Observed

Have the studerts participate in a group activity. Afterwards, when evaluating the activity, have them identify the behaviours observed which were indicative of acceptance or rejection.

Examples of activities:

- Making a huge "poster" representing the entire class;
- Preparing a weekend excursion;
- Organizing a class party;
- Preparing skits on a social theme;
- Organizing a game involving the whole class;
- etc.

Individualized Instruction

Have the student do exercice A.

LEARNING ACTIVITIES

Unit	3.7
Objective	20

Developing Group Effectiveness

ACTIVITY SHEET 29

Individual Work

After completing the preceding activities, find five possible ways to improve your behaviour in a group and illustrate one of them.

Examples:

- I will respect the opinions of others;
- I will trust others;
- I will not be afraid of expressing my opinion;
- etc.

LEARNING ACTIVITIES

Unit	3.7
Objective	21

Being Yourself

ACTIVITY SHEET 30

It is difficult for a person to be himself in a group because of the different external pressures and influences to which he is subjected. Ask the student to write down his reactions to the following situations. This will give him a better understanding of his behaviour in a group.

1. When somenone shoves me in the back, I...
2. When I feel like taking it easy and I see the others working, I...
3. When others act silly, I...
4. When people look at me, I...
5. If nobody pays attention to me, I...
6. When the whole group, except for me, has understood the purpose of the project, I...
7. I have difficulty expressing myself in a group, so I prefer to...
8. When somebody says mean things about someone else, I...
9. When someone insults me, I...
10. When I disagree with someone, I...

To conclude, answer the following question.
- Explain, in a few words, why it is sometimes difficult to be yourself in a group.

LEARNING ACTIVITIES

Unit	3.8
Objective	22

Drawbacks and Rewards of Group Membership

ACTIVITY SHEET 31

Short Comic Strips

Participation in a group brings with it both satisfaction and dissatisfaction. To better understand the implications of group participation, ask the students to draw 2 short comic strips.

1. The first strip will depict Paul's satisfaction with being part of a group.

2. The second strip will illustrate Madeleine's dissatisfaction with her membership in a group.

LEARNING ACTIVITIES

Unit	3.8
Objective	22

Sources of Satisfaction and Dissatisfaction in a Group

ACTIVITY SHEET 32 a

1. Based on the following situation, describe two possible sources of satisfaction for a member of a group.

   "Laura enrolls in a new school and the editing staff of the school newspaper invites her to join the team"

Possible sources of satisfaction:	- being accepted by others; - being able to contribute her share; - feeling self-confident; - establishing ties with others; - communicating; - not feeling isolated; - etc.

LEARNING ACTIVITIES

Unit	3.8
Objective	22

Sources of Satisfaction and Dissatisfaction in a Group

ACTIVITY SHEET 32 b

2. Based on the following situation, describe two sources of dissatisfaction for a member of a group.

"Jeremy has been a member of a hiking group for the past year. Last week he was informed that his group had organized an outing and had decided not to tell him about it."

Possible sources of dissatisfaction:	- fear of rejection; - lack of communication in the group; - feeling of isolation as a result of the situation; - lack of trust in him on the part of the others; - lack of understanding, doubt; - breaking of relationships; - etc.

LEARNING ACTIVITIES

Unit	3.8
Objective	1

Values and Independence

ACTIVITY SHEET 33 a

A. Teacher's Presentation

Use the following ideas to introduce the concepts of values and independence.

- Do you know the meaning of a value?
- A value is an ideal to which an individual or a group subscribes and which provides the said individual or group with certain guidelines for behaviours and attitudes. For example, no doubt you consider friendship important. Consequently, you try to nurture your friendships by respecting your friends, by helping them when they are in need, by sharing good times with them, and so on. In other words, your friends are an important part of your life. Thus, friendship is one of your values, something you hold in high regard. This value shapes your behaviour since "being friends" (defined by the value, "friendship") requires a behaviour that is different from that which is required by "being a mother" (defined by another value, "maternity"). Take another example. Suppose you dream of becoming a celebrity, such as a brilliant film star or a great athlete. You attach much importance to fame and glory. You act and behave in accordance with these values. For example, to realize your dream of fame and glory, you take up singing or ballet lessons, or perhaps you spend more time practising at the skating rink.

LEARNING ACTIVITIES

Unit	3.8
Objective	23

Values and Independence

ACTIVITY SHEET 33 b

- Do you know the meaning of independence?
  Independence is an individual's ability to act freely and to decide what is best for him. If you decide on your own to register for an outdoor activity, you perform an independent act.

B. Discussion

The following areas can be discussed:

1. Name some values.
2. Explain, in your own words, the meaning of a value.
3. Explain, in your own words, the concept of independence.
4. Give an example of personal independence in a group.
5. How can trust foster independence within a group?

LEARNING ACTIVITIES

Unit	3.8
Objective	23

Values and Independence

ACTIVITY SHEET 33 c

Individualized Instruction

The student reads the text used for the teacher's presentation and answers the three following questions:

1. In your own words, give a written definition of the concept of values and give three examples.
2. In your own words, give a written definition of the concept of independence and give one example.
3. How can trust foster independence within a group?

LEARNING ACTIVITIES

Unit	3.8
Objective	23

Developing Independence

ACTIVITY SHEET 34

Choose three of the values listed below and explain how they favour personal independence within a group.

1. Sharing
2. Society
3. Acceptance of others
4. Money
5. Knowledge
6. Freedom
7. Justice
8. Friendship
9. Science
10. Love

Tell the students that the answers must be consistent with the general tenor of the briefing and the discussion.

LEARNING ACTIVITIES

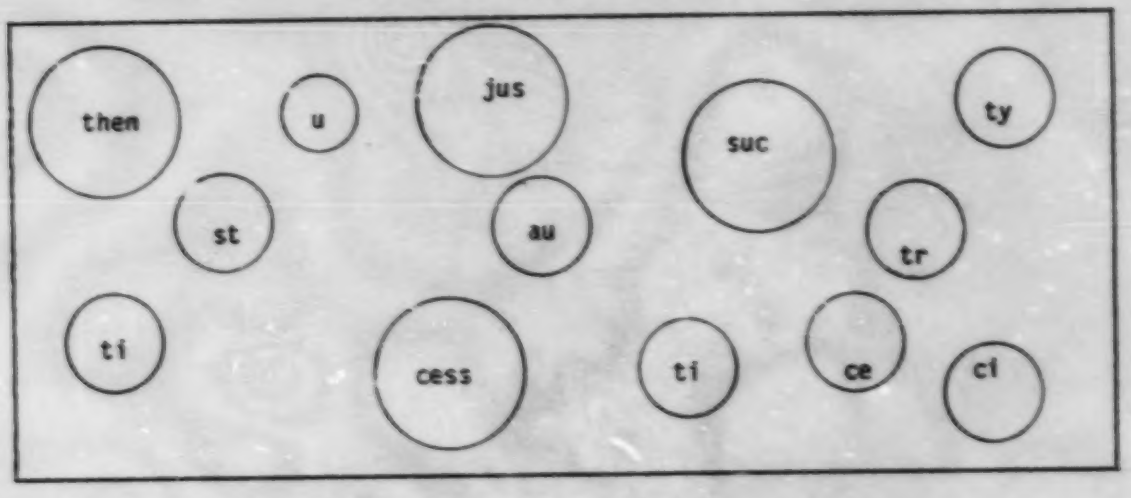
Unit	3.8
Objective	24

Expressing Your Commitments

ACTIVITY SHEET 35 a

A. Game of Hidden Values

Ask the students to group the letters and syllables found inside the circles of the same size. This should reveal four hidden words.



Answers:

1. Justice
2. Trust
3. Success
4. Authenticity

LEARNING ACTIVITIES

Unit	3.8
Objective	24

Expressing Your Commitments

ACTIVITY SHEET 35 b

B. Making a Badge

Have each student make a badge expressing a value in which he believes.

Have the students wear their badges for a few days as a sign of commitment and as an assertion of their personal choice of values.

LEARNING ACTIVITIES

Unit	3.8
Objective	25

Human Rights

ACTIVITY SHEET 36 a

A. Teacher's Presentation

Present different charters to the students. Ask them to identify the different rights and duties of the individuals to whom the contents of these charters apply.

Here are a few suggestions:

A charter is a series of basic rules designed to help a group, an organization, or a society to function more smoothly.

For example, the Secondary I Moral Instruction program discussed the Declaration of the Rights of the Child. Principle 3 stated clearly:

"The child shall be entitled from his birth to a name and a nationality."

In Secondary V, the students reflect on the Charter of Human Rights and Freedoms. For example, Article 4 reads as follows:

"Every person has a right to the safeguard of his dignity, honor and reputation."

LEARNING ACTIVITIES

Unit	3.8
Objective	25

Human Rights

ACTIVITY SHEET 36 b

B. Writing a Charter

It is the students' turn to prepare a charter. The charter must contain at least eight articles concerning the values to be respected by the members of a group.

Ask the students to write the following title at the top of a page in their notebooks.

CHARTER OF A GROUP

Based on the values mentioned in the preceding exercises, write the charter.

Example:

Principle 1: Every person has the right, as a member of a group, to have his opinions respected.

Principle 2: Every person has the right...

C. Signing the Charter

Individualized Instruction

Give the student the written text of the teacher's short presentation and ask him to prepare a charter and to sign it.

3.4 MODULE 4: CONFLICTS

MODULE 4: CONFLICTS

Time	Fourteen 45-minute periods.
General Objective	To develop a positive attitude towards conflicts.
Terminal Objective	At the end of this module, the student should be able: Unit 4.1 To realize that conflicts exist in the lives of all human beings. Unit 4.2 To identify his inner conflicts. Unit 4.3 To identify his conflicts with others. Unit 4.4 To realize that confrontations can enhance personal development. Unit 4.5 To assume responsibility for working out his conflicts.

INTRODUCTION

From time immemorial, human beings have met with various tensions and frustrations that have led them to experience many conflicts within themselves and with others. Conflicts are inevitable. Children start opposing their environment at a very young age, as for example, at weaning time and during the "terrible twos" when they take pleasure in saying "no" to everything. Children, adolescents and adults continue to face obstacles and struggles throughout life, and many opportunities arise for conflicts with others as well as within themselves.

It is important to accept conflicts as part of life and to find constructive ways of working them out. The general objective of this module is to enable the student to adopt a positive attitude when faced with conflicts, and to understand that conflicts are opportunities for personal development.

Suggested Sequence

The student becomes aware that conflicts exist in everyone's lives (Objectives 1-2-3-4; 3 periods). He then identifies his inner conflicts (Objectives 5-6-7-8; 2 periods) and his conflicts with others (Objectives 9-10-11; 2 periods). The student discovers that the conflicts he experiences enable him to progress and to grow, and that furthermore, these confrontations are a necessary part of life (Objectives 2-13-14-15; 3 periods). Lastly, the student is encouraged to assume responsibility for his conflicts and to seek positive solutions.

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Audio-Visual Material

The Invention of the Adolescent. 28:13 1068 0167 157 N.F.B.

Nobody Waved Goodbye 80:00 106B 0164 110 N.F.B.

Taking Chances 23:30 106C 0179 256 N.F.B.

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Unit 4.1: Defining Conflicts	Terminal Objective: To realize that conflicts exist in the lives of all human beings.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
		The student should be able:			
3	1 C	Without any notes, to outline four basic elements in a conflict. C.P. 3/4	△	- Teacher's presentation - Sharing ideas (See Activity Sheet 37)	Ask the student to outline four basic elements in a conflict.
	2 C	From memory, to distinguish the concept of conflict from certain, apparently similar concepts and phenomena, such as rivalry, aggressiveness and competitive sports. C.P. 3/4	△	- Short presentation and discussion - Problem situations (See Activity Sheet 38)	Ask the student to give an example illustrating the following concepts and phenomena: a) conflict, b) rivalry, c) agressiveness, d) competition.
	3 C	Based on a situation involving conflict, to name three functions of a conflict. C.P. 3/3	△	- Short presentation and examples - Completing a story (See Activity Sheet 39)	Present the following situation: "Muriel does not want to have anything to do with her English teacher. She claims that he does not understand her and that there is always conflict between them. (cont'd.)

Unit 4.1: Defining Conflicts	Terminal Objective: To realize that conflicts exist in the lives of all human beings.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	3 C				Ask the student to indicate how the conflict can be made constructive by listing three functions of a conflict.
4	4 A	In light of the preceding activities, to become aware of situations in his life involving conflict and to describe them in writing.	☐	- Individual work (See Activity Sheet 40)	Check whether the student has completed the assignment.

Unit 4.2: Inner Conflicts	Terminal Objective: To identify his inner conflicts.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	5 C	From memory, to define inner conflict. C.P. 75%	△	- Reading a short text that defines inner conflict, followed by a discussion - Brief analysis of the book Tartarin of Tarascon by Alphonse Daudet (OPTIONAL) (See Activity Sheet 41)	Ask the student to define inner conflict.
	6 A	Based on the definition of a conflict, to become aware of his own inner conflicts and to describe one in writing.	□	Personal reflection (See Activity Sheet 42)	Make sure the student has answered the questions.

Unit 4.2: Inner Conflicts	Terminal Objective: To identify his inner conflicts.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	7 A	Given a pertinent statement, to determine the essential significance of the existence of inner conflicts in all human beings.		Discussion and short presentation (See Activity Sheet 43)	"Inner conflict is an indication of the individual's need for self-awareness." Based on this statement, ask the student to give the fundamental reason for the existence of inner conflicts in all human beings.
	8 A	Following personal reflection, to resolve to take control of his inner conflicts by working out constructive solutions.		Individual work (See Activity Sheet 44)	Check whether the assignment has been completed.

Unit 4.3: Conflicts with Others	Terminal Objective: To identify his conflicts with others.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	9 C	From memory, to define an external conflict. C.P. 75%		- Reading a text - Case study (See Activity Sheet 45)	Ask the student to define an external conflict.
	10 A	To identify situations of conflict with others in his life by completing and analyzing a chart.		- Exercise: "Looking at my life" . Situations involving conflict . Analyzing conflicts (See Activity Sheet 46)	Check whether the chart and the analysis have been completed.
	11 A	Referring to the conflicts identified earlier, to describe in writing five personal attitudes that he can adopt when confronted with these conflicts.		- Brainstorming on the possible attitudes to be adopted when faced with interpersonal conflicts - Individual work (See Activity Sheet 47)	Make sure that the student has written down the five attitudes to be adopted.

Unit 4.4: Progress Through Conflicts	Terminal Objective: To realize that confrontations can enhance personal development.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	12 C	Given four definitions, to identify the most suitable definition of a human being. C.P. 80%	△	- Studying a definition - Photomontage (See Activity Sheet 48)	(See Activity Sheet 49)
	13 C	Without notes, to give two reasons to explain why dealing with others furthers the development of every human being. C.P. 3/4	◇	- Teacher's presentation - Class discussion (See Activity Sheet 50)	Dealing with others furthers the development of every human being. Ask the student to give 3 reasons why this is so.
	14 C	Given a pertinent statement and a list of questions, to realize that conflicts are a necessary part of life.	◇	N.B.: The following learning activities correspond to objectives 14 and 15 - Reading a text - Questions	Consider the following statement: "Conflicts help the individual to advance, to grow, and to develop."

Unit 4.4: Progress Through Conflicts	Terminal Objective: To realize that confrontations can enhance personal development.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	14 C				In reference to this statement, have the student develop three ideas showing that conflicts are a necessary part of life and that situations involving conflict can be a source of personal enrichment.
	15 C	Given a pertinent statement, to realize that confrontation and conflicts are sources of personal enrichment. For Objectives 14 and 15: C.P. 2/3		(See Activity Sheet 51)	

Unit 4.5: Self-Control	Terminal Objective: To assume responsibility for working out his conflicts.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	16 C	From memory, to explain the meaning of the phrase: "Life is a struggle." C.P. 70%		- Teacher's presentation - Teamwork (See Activity Sheet 52)	Ask the student to explain, in one paragraph, the meaning of the phrase: "Life is a struggle."
	17 C	Without his notes, to identify five phenomena that threaten the development of life in nature. C.P. 70%		N.B.: Preliminary activity: bringing in newspapers - Teamwork - Sharing (See Activity Sheet 53)	Ask the student to name five phenomena that threaten the development of life in nature.
	18 C	Given a pertinent statement, to describe what his life would be like if he consistenly denied the existence of conflicts. C.P. 70%		- Case study of Peter - Alternative activity: Preparing skits in teams (See Activity Sheet 54)	Consider the following statement: "I don't want to hear about it." Ask the student to describe what his life would be like if he consistently denied the existence of conflict.

Unit 4.5: Self-Control	Terminal Objective: To assume responsibility for working out his conflicts.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	19 A	After reading a pertinent text, to want to find a solution to a personal conflict, and to describe this solution in one sentence.		- Reading a text - Case studies - Individual work - Solutions to personal conflicts (See Activity Sheet 55)	Make sure that the student has described a solution to one of his conflicts.
	20 A	Based on the preceding individual assignment, to realize that his freedom is proportional to how much control he has over personal conflicts, and to illustrate a personal motto.		- Short presentation by the teacher - Illustrating a personal motto (See Activity Sheet 56)	Check whether the student has illustrated his personal motto.

LEARNING ACTIVITIES

Unit	4.1
Objective	1

Conflicts

ACTIVITY SHEET 37 a

A. Teacher's Presentation

The following ideas may be useful in preparing the presentation:

A conflict is a clash of opinions or contradictory feelings. It is a struggle between two individuals or groups due to differences in character, personality, feelings or interests. We often hear about social conflicts concerning education, health or pollution, as well as political conflicts concerning for example, the future of Québec as part of Canada. Another familiar issue concerns labour conflicts and involves strikes, unemployment, and unions. Yet another form of conflict is that which exists between different generations; known as the generation gap, it is exemplified by verbal confrontations and a lack of understanding between parents and their children.

Conflicts have always existed and will continue to exist till the end of time; it is not possible for all people living in society to always share the same opinion or to want the same things.

It is necessary to accept the fact that conflicts will continue to exist as long as there are situations involving individuals and groups who:

- want to assert their rights;
- have competing interests or opposing feelings;
- openly voice their oppositions;
- try to eliminate their adversaries.

LEARNING ACTIVITIES

Unit	4.1
Objective	1

Conflicts

ACTIVITY SHEET 37 b

Conflicts are frightening

Normally, people do not like to fight. Conflicts are always frightening, whether they take the form of a simple quarrel with a neighbour or a parent, or are of a more serious nature such as formal disputes, strikes, or even wars. Conflicts always involve an element of risk and present questions such as the following: "What is going to happen?" "How will it end?" "Who will be the victor?" and so on.

Conflicts are harmful

Whenever an individual opposes another person or a group, he is obliged to take a stand, to assert himself and to confront the opposition. The individual risks being reprimanded or laughed at and is under a considerable amount of stress.

Conflicts are frequent

There are countless opportunities for conflict among groups and individuals, as in the family, among friends, in different organizations, and in society at large. Situations involving conflict should not be ignored: they should be faced squarely.

LEARNING ACTIVITIES

Unit	4.1
Objective	1

Conflicts

ACTIVITY SHEET 37 c

Conflicts are not all serious

Some conflicts of interest or of feelings, such as simple quarrels or inconsequential arguments, often disappear without a trace. Others, on the other hand, leave deep wounds.

Conflicts must be worked out

While conflicts are inevitable in the course of a lifetime, they should not be so frequent as to engulf the individual's whole life. We must take responsibility for our conflicts and try to work them out. The longer conflicts remain unsettled, the harder it becomes to deal with them. Living continuously in the midst of conflicts hinders personal happinesss and productivity.

B. Group Discussion

- Ask the students to give examples of conflicts or to make relevant comments during the teacher's presentation.

Individualized Instruction

The student reads the text carefully and does the following exercise:

Write out five sentences from the text which you found particularly significant, then explain why you chose them.

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Definition

ACTIVITY SHEET 38 a

A. Short Presentation and Discussion

- Explain to the students that they should not see conflicts in every situation. It is important that they be able to distinguish between:

1. Conflict - a situation characterized by opposition and disagreement between two or more groups or individuals;

2. Aggressiveness - a situation involving a drive of forceful energy characterized by violence or impatience;

3. Rivalry - a situation characterized by a competitive attitude between two individuals who compare themselves to each other without violence;

4. Competition - any organized activity in which two or more individuals are competing to win within the rules of the game.

- Ask the students to give examples from their own surroundings.

LEARNING ACTIVITIES

Unit	4.1
Objective	2

Definitions

ACTIVITY SHEET 38 b

B. Problem Situations

Discuss the five following problem situations with the students. Based on the definitions given earlier, ask the students to indicate whether the situations described involve conflict, a manifestation of aggressiveness, a case of rivalry, or a form of competition.

1. My brother and I want to watch different TV programs at the same time.
2. John boasts to his friends that he is better than I am in French.
3. Paul jostles his companions in the school hallways.
4. Mary and her mother disagree on Mary's curfew.
5. The North School volleyball team is determined to beat the South School team in the upcoming game, and therefore puts in many hours of practice.

Answers: 1. Conflict
2. Rivalry
3. Aggressiveness
4. Conflict
5. Competition

Individualized Instruction

Give the student a copy of the text used by the teacher to prepare his presentation and ask him to read it. The student can then do Exercise B.

LEARNING ACTIVITIES

Unit	4.1
Objective	3

Conflicts Have Positive Functions

ACTIVITY SHEET 39 a

A. Short Presentation and Examples

Give examples based on the following ideas. The main functions of conflicts are to enable a person:

a) To reconsider his position with respect to a particular individual, a regulation, a situation, or in relation to himself.

b) To progress and develop, since conflicts give a person the opportunity to examine himself and his behaviour towards others.

c) To be creative, that is, to come up with something new instead of taking the opposite stand just for the sake of argument. This helps him to avoid seeing only the negative side of things.

B. Completing a Story

Ask the student to complete the following story by showing how a conflict can be made into a positive experience.

> "Luke is dissatisfied with the school regulation that forbids him to wear construction boots to class. He is against this regulation and is in conflict with the school administration."

LEARNING ACTIVITIES

Unit	4.1
Objective	3

Conflicts Have Positive Functions

ACTIVITY SHEET 39 b

Individualized Instruction

After reading the text, the student does the two following exercises.

1. He describes a conflict in which he was personally involved, and which fulfilled the functions described in Section A.

2. He completes the story in Exercise B and shows how this conflict can be made into a positive experience.

LEARNING ACTIVITIES

Unit	4.1
Objective	4

Conflicts Are But Easy

ACTIVITY SHEET 4G

Individual Work

Following is a list of places and situations in which conflicts may occur in the life of an adolescent.

- in the family
- at school
- within gangs
- during recreational activities
- on a trip
- in a store
- at a party

Ask the student to explain some of the conflicts he has personally experienced in two of the above-mentioned contexts.

LEARNING ACTIVITIES

Unit	4.2
Objective	5

Inner Conflicts

ACTIVITY SHEET 41 a

A. Reading

You are probably familiar with the feeling of being torn apart, of being pulled between two contradictory desires. For example, you want to be part of your group of friends but you do not agree with the group's activities, or you want to go out with your friends and yet feel like staying home. These are the kind of situations that exemplify inner conflicts.

An inner conflict can be defined as an opposition between two motivating factors or two profound desires on the part of an individual. It means wanting something and its opposite at the same time.

N.B. Ask the students to illustrate what they have learned from the text by defining an inner conflict in their own words and giving appropriate examples.

LEARNING ACTIVITIES

Unit	4.2
Objective	5

Inner Conflicts

ACTIVITY SHEET 41 b

B. Optional Activity

- If the teacher has already read Tartarin of Tarascon by Alphonse Daudet,[1] he can summarize the story for the students to help them understand more clearly the meaning of an inner conflict.

  This is the simple story of Tartarin, a man torn between two equally compelling desires. Half of him wants to hunt the lion, while the other half is drawn to the comfort and security of his home.

Individualizes Instruction

The preceding text could serve as a basis for an interesting discussion between the teacher and the student.

The student should read the story of Tartarin of Tarascon and then write a brief description of Tartarin's inner conflict.

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[1] Alphonse Daudet, Tartarin of Tarascon (London: Dent, 1969).

LEARNING ACTIVITIES

Unit	4.2
Objective	6

Personal Conflicts

ACTIVITY SHEET 42

Personal Reflection

Ask the students to answer the following questions in writing:

1. Briefly describe a personal inner conflict.
2. Identify the two desires that were difficult to reconcile.
3. How did you settle the conflict?
4. How did you feel after making your choice?

LEARNING ACTIVITIES

Unit	4.2
Objective	7

Significance of Conflicts

ACTIVITY SHEET 43 a

Discussion and Short Presentation

Following the preceding exercise, it would be interesting for students to share their ideas and feelings in class, provided that there is an atmosphere of mutual trust and understanding. Given that this topic was introduced as an activity for personal reflection, the teacher should not insist that all students volunteer to discuss their inner conflicts with the class. However, if some of the students are willing to do so, their comments could serve to introduce the following ideas:

During adolescence as well as at other stages of life, there are countless situations in which people experience inner conflicts. Such inner conflicts are signs that:

1. Your personality is developing

   You have not yet attained full maturity and these inner conflicts give you the opportunity to clarify your desires.

2. Life changes at a faster pace than you do

   This basic principle requires that you act, change and adapt, both in terms of your life in the present and in the future.

LEARNING ACTIVITIES

Unit	4.2
Objective	7

Significance of Conflicts

ACTIVITY SHEET 43 b

3. <u>You need to assert yourself</u>

   Even though the demands of asserting yourself may be frightening, this need must be recognized.

N.B. Give examples related to the conflicts mentioned during the discussion.

<u>Individualized Instruction</u>

After reading the text, the student can transcribe, in his own words, the three ideas that have just been described.

LEARNING ACTIVITIES

Unit	4.2
Objective	8

Finding Solutions

ACTIVITY SHEET 44

Individual Work

Give the following assignment to the students.

To help you identify and choose appropriate solutions to your inner conflicts, write down five rules in your notebook which can help you to resolve these conflicts.

Examples:
1. Weigh the pros and cons before choosing.
2. Accept to live with your conflicts.
3. Learn to adapt.
4. Etc.

LEARNING ACTIVITIES

Unit	4.3
Objective	9

Dealing with Others

ACTIVITY SHEET 45 a

A. Reading

Read and comment on the following text with the students.

As mentioned previously, even when we are alone, we experience inner conflicts that create inner tensions. Understandably, when we have to interact constantly with others who are different from ourselves, whether it be within the family, at school or in society at large, frequent clashes of interests, tastes and opinions are bound to occur.

External conflicts should be of even greater concern because they can be more serious and can cause more painful confrontations than inner conflicts. The first step in resolving these conflicts is to be able to identify and to recognize them in order to fully understand the situation. Take a good look around you; you will realize that situations of external conflict are numerous. Once these situations have been identified and defined, they become easier to deal with.

B. Problem Situation

N.B.: This activity can be done in pairs or individually.

LEARNING ACTIVITIES

Unit	4.3
Objective	9

Dealing with Others

ACTIVITY SHEET 45 b

The assignment consists in analyzing the following situation by describing the consequences of the conflict:

> "During a history lesson, the teacher has the students working in teams. In one team, there is a heated discussion because the students cannot agree on a work plan. While the other team members are talking, Robert is drawing landscapes in his notebook."

Individualized Instruction

Same assignment. The student reads and analyzes the problem.

LEARNING ACTIVITIES

Unit	4.3
Objective	10

Analyzing Your Conflicts

ACTIVITY SHEET 46 a

A. Situations of Conflict

Present the following chart and explain how it should be completed. The student is asked to fill in the blanks with the appropriate information on particular conflicts that he has experienced with others.

(See examples in the second chart.)

WHEN	SITUATION	PERSONS INVOLVED	SOURCE OF CONFLICT

LEARNING ACTIVITIES

Unit	4.3
Objective	10

Analyzing Your Conflicts

ACTIVITY SHEET 46 b

WHEN	SITUATION	PERSONS INVOLVED	SOURCE OF CONFLICT
Last year	Student festival	Principal and students	Refusal to invite students from other schools to the dance
Feb. 18, 1980	My report card	Parents and myself	The quality of my marks
March 13, 1980	Teamwork	My friend and myself	Distribution of work

B. Analysis of the Conflicts

Ask the students to reflect on the possible consequences of the conflicts already described. Another column may be added to the chart if the students are to answer individually and in writing.

Individualized Instruction

Same assignment. After completing the chart, the student may reflect for a few minutes on the possible consequences of the conflicts already described.

LEARNING ACTIVITIES

Unit	4.3
Objective	11

Adopting the Right Attitude

ACTIVITY SHEET 47 a

A. Brainstorming

Based on the preceding exercise, hold a brainstorming session on the different possible attitudes to be adopted in relation to external conflicts.

Attitudes are sometimes negative, sometimes positive.

Examples:

- being introspective;
- being stubborn;
- being careless
- willing to negotiate a compromise;
- giving up;
- getting angry;
- giving in to others;
- willing to discuss things with others;
- etc.

LEARNING ACTIVITIES

Unit	4.3
Objective	11

Adopting the Right Attitude

ACTIVITY SHEET 47 b

B. Individual Work

Using the previous examples, ask the students to write down in their notebooks five positive attitudes which they could adopt in resolving their personal conflicts with others.

Example: Instead of being stubborn, I am willing to discuss things with my parents.

Individualized Instruction

Ask the student to do Exercise B.

LEARNING ACTIVITIES

Unit	4.4
Objective	12

Defining a Human Being

ACTIVITY SHEET 48

A. Study of a Definition

N.B. The teacher can ask the students to give a definition of a human being.

Based on the elements of the following definition, explain what a human being is.

> "The human being is an intelligent animal. Like all animals, he has a body with its own distinctive characteristics, yet what distinguishes him from other animals is his superior ability to reason. Man is a social being, for he cannot live apart from others. He is also a moral being, for he is the only living being who questions the value and consequences (good or bad) of his actions."

B. Photomontage

Ask the students to prepare a photomontage illustrating what a human being is, using the definition they have studied.

Individualized Instruction

The student reads the definition of a human being and prepares a photomontage. Explain the definition and discuss with the student any points that he does not understand.

LEARNING ACTIVITIES

Unit	4.4
Objective	12

Choosing the Best Definition

ACTIVITY SHEET 49

Choose the definition that gives the best description of a human being.

1. A human being is an animal that has a body.
2. A human being is not an animal because he can think, is creative, and has the power to act.
3. A human being is an intelligent animal because he has a body and the power to think. He is a social being because he cannot live without others. Also, he is a moral being because he can judge whether his actions are good or bad.
4. A human being is an intelligent animal who can live alone and organize his life his own way. He is a being who has emotions and who can let others know when something pleases or displeases him.

Answer: Number 3

LEARNING ACTIVITIES

Unit	4.4
Objective	13

Relating to others

ACTIVITY SHEET 50 a

A. Teacher's Presentation

Use the following ideas to prepare a brief lecture on why and how human beings find their fulfillment through contact with others.

A human being is endowed with a body, a heart, intelligence, and is capable of relating to others. One of the basic ways in which the human personality is formed is through interacting with and relating to others.

Suppose you were alone on a desert island with no contact with others. You may have already wished to be on such an island after a confrontation or some serious disagreement with someone you know. Sometimes we need to be alone. We do not want to see anyone and wish to be as far away as possible from other people. These feelings are temporary for we cannot live in isolation; every one of us needs to relate to others.

Relating to others also involves coming into conflict with them, because each person has his own ideas, views, opinions, and way of live. It is important to understand that by relating to others, human beings develop their humanity. Human beings are social creatures, are enriched by their interpersonal contacts and have a basic need to communicate. Relating to others, and indeed occasionally coming into conflict with them, helps the individual to grow. It is often in others that the individual finds what he is looking for, and it is often through others that he is able to see more clearly and find solutions that lead him to self-fulfillment, personal freedom, and a greater sense of responsibility.

LEARNING ACTIVITIES

Unit	4.4
Objective	13

Relating to Others

ACTIVITY SHEET 50 b

B. Class Discussion

After the presentation, ask the students to give examples showing that human beings need to relate to others. The students should also point out how these contacts can help the individual to grow.

Individualized Instruction

The student reads the text and then describes a moment in his life when he felt the need to relate to someone.

LEARNING ACTIVITIES

Unit	4.4
Objective	14 and 15

Enjoying Life

ACTIVITY SHEET 51 a

A. Reading

Give the students a copy of the following text and then read it to them, explaining it as you go along:

Having completed the preceding exercises, you should now realize that conflict is a necessary part of life. People have always had to struggle in order to survive, and it is precisely because they have struggled that life has not only continued but evolved. Conflict is often a source of improvement, innovation and progress. The working class in Québec enjoys a greater degree of material security today because they have fought a difficult battle. Women have attained a greater status in society as a result of their ceaseless struggles for equality. Similarly, much social legislation has been passed only as a result of lengthy and arduous deliberations.

This does not imply that change and progress always come about as a result of conflict. Indeed, conflicts can sometimes be destabilizing and harmful. Nevertheless, they can also have a positive function.

In dealing with conflicts, it is important to focus on and to try to make use of their positive functions. A conflict often leads a person to regain his self-control, to reorient himself, and to clearly define his objectives. It also helps the individual to put a situation into perspective, to define his priorities, and to become more aware and understanding of others. Sometimes a confrontation is the only possible avenue for untangling a situation that has reached an impasse or for clarifying a serious misunderstanding.

LEARNING ACTIVITIES

Unit	4.4
Objective	14 and 15

Enjoying Life

ACTIVITY SHEET 51 b

When a disagreement between spouses or among friends is not expressed, tensions build up and eventually explode. Dialogue and discussion, on the other hand, help to stabilize the situation and reestablish harmony. Bringing conflicts into the open serves to clear the air and forces people to assess their situation.

In view of the above, conflicts are best resolved by learning to identify the problem, controlling your emotions, and talking things over with the people involved.

As stated at the beginning of this module, conflicts foster personal progress, improvement, and growth because:

1. Conflicts enable you to assess your situation, to examine yourself, and to understand yourself better with the help of other people's insights.

2. Conflicts help you to grow, that is, to profit from an experience that can be enriching if you clarify the situation.

3. Conflicts give you the opportunity to establish new bonds with people whom you will get to know and understand better.

LEARNING ACTIVITIES

Unit	4.4
Objective	14 and 15

Enjoying Life

ACTIVITY SHEET 51 c

B. Questions

With the help of the text he has just read, the student will be able to identify the positive consequences of conflicts when they are handled in an appropriate manner.

1. Give three examples of conflicts that were settled in a way that made it possible to complete a project.

2. Write a paragraph in your own words in answer to the following question:

   Why is it necessary to accept situations of conflict?

LEARNING ACTIVITIES

Unit	4.5
Objective	16

The Daily Struggle

ACTIVITY SHEET S2 a

A. Teacher's Presentation

The suggestions below may be useful to the teacher for his presentation:

All human life, every being, obeys the basic laws of survival corresponding to real needs such as eating, breathing, and keeping warm. Life is a daily struggle. The human being has a basic need to fight obstacles, for he must constantly exert effort to advance, to fulfill himself, to progress, and to establish relationships with others.

When there is no challenge, boredom sets in and the individual seeks to escape from reality, and may resort to drugs, depression or apathy. To live is to actively resist one's environment, and this will to fight is synonymous with the will to live.

Think about the hockey star who must fight to succeed, the young athlete who must work long hours to make it to the Olympics, your father and mother who have experienced difficult times to meet the needs of the family, yourself, who often must struggle to make others understand and respect you, and all the people who must work hard just to be able to afford food and shelter.

LEARNING ACTIVITIES

Unit	4.5
Objective	16

The Daily Struggle

ACTIVITY SHEET 52 b

B. Teamwork

Ask the students to write down five examples which illustrate that life is a struggle in which one has to defend oneself.

Individualized Instruction

As the student is working alone, the teacher can ask him, after he has read the text, to give two examples showing that life is a struggle in which one has to defend oneself.

LEARNING ACTIVITIES

Unit	4.5
Objective	17

Everyone Must Struggle to Survive

ACTIVITY SHEET 53 a

Preliminary Activity

Ask the students to bring in newspapers, as current as possible, for the next team assignment.

A. Teamwork

Ask the students to refer to the newspapers they have brought in and to identify, in writing, three phenomena that hinder the development of life in nature.

Examples: A cold wave endangers orange crops in Florida.
An earthquake rattles a region in the province of Québec.

LEARNING ACTIVITIES

Unit	4.5
Objective	17

Everyone Must Struggle to Survive

ACTIVITY SHEET 53 b

B. Sharing

Discuss the examples and reach a conclusion emphasizing the fact that human beings are not the only creatures that must struggle in order to survive and progress. This law applies to all living creatures of this planet.

Individualized Instruction

The student does Exercise A. If possible, the teacher points out the conclusion by emphasizing that human beings are not the only creatures that must struggle in order to survive.

LEARNING ACTIVITIES

Unit	4.5
Objective	18

Escape and Denial

ACTIVITY SHEET 54 a

A. Case Study of Peter

Peter denies the existence of conflict in his life. This is his story:

> "Peter is 13 years old. He lives in a modest neighbourhood in a charming Québec town. The other day, he received his report card. It was the worst report he ever had and he decided to leave it at the bottom of his locker in order to avoid confronting his parents.
>
> A few weeks later..."

Continue the story with the students by describing the kind of life Peter is likely to have in the future because he refuses to face conflicts and foolishly ignores the laws of survival, which require the individual to fight and to struggle in order to progress and develop.

LEARNING ACTIVITIES

Unit	4.5
Objective	18

Escape and Denial

ACTIVITY SHEET 54 b

B. Alternative Activity: Preparing Skits in Teams

Have the teams prepare a skit which illustrates a conflict experienced by young people of their own age. The plot should illustrate two opposing strategies and their outcomes:

a) existence and acceptance of conflict;
b) existence and denial of conflict.

The aim is to show what happens when people refuse to face a conflict in their life by foolishly ignoring the laws of survival, which require the individual to fight and to struggle in order to progress and develop.

Individualized Instruction

The student does Exercise A. He describes in his notebook the kind of life Peter will have because he refuses to face conflicts and foolishly ignores the laws of survival, which require the individual to fight and to struggle in order to progress and develop.

LEARNING ACTIVITIES

Unit	4.5
Objective	19

Learning to Resolve Conflicts

ACTIVITY SHEET 55 a

A. Reading

You have identified many situations of conflict in your life since the beginning of this module. Now, it is important to keep your eyes open and to pay attention to these conflicts. It is even more important to try to work them out in a positive manner.

When human beings find themselves involved in situations of conflict, their first reaction is often an emotional one. The usual initial response to any frustrating situation is on an emotional level. For example, if Isabella's mother refuses to let her go to a party, Isabella is not likely to agree. Instead, she will probably persist, raise her voice, cry and pout. This initial reaction is natural and even good in a certain sense, but it must be transcended because it solves nothing.

People's reactions to conflict differ, depending on their character, disposition, experience, and level of maturity. Some are quick to lose their temper, become violent, or insult the person they are dealing with. Others get upset and cry, pout, or despair, while still others remain cool and try to calm the other person. Conflicts bring out a whole range of emotions in people.

LEARNING ACTIVITIES

Unit	4.5
Objective	19

Learning to Resolve Conflicts

ACTIVITY SHEET 55 b

If we try to go beyond this first reaction to understand the meaning of the conflict, we become aware that not all confrontations spell disaster and that life does not stop because of a temporary opposition.

One way of resolving conflicts is to develop greater self-control, that is, to go beyond the first reaction of anger or tears and to find other ways of settling the situation. When emotions are under control, it is possible to discuss things rationally, to communicate with one another and to look at things objectively. It is only under these conditions that a true solution can be found.

3. Cases to be Studied in Teams or Individually

The student considers the following examples and indicates, in each case, whether or not the individual involved shows self-control. Ask the student to explain his answer.

1. Eric pushed his sister away when she came to watch him repair a flat tire on his bike. He had been trying to repair the tire for the last 40 minutes.

2. Coming back from a baseball game which his team had lost, Jack accidentally kicked a watering can that was left by the front door of his house. Angry, he picked up the can and hurled it away. The can landed on his father's new car and damaged it.

LEARNING ACTIVITIES

Unit	4.5
Objective	19

Learning to Resolve Conflicts

ACTIVITY SHEET 55 c

3. Mary and Francis want to watch different TV programs at the same time. They start quarrelling. Mary starts crying, goes to her room, and slams the door.

4. Andrew gets an F on his French assignment. He demands an explanation in front of the other students and the teacher answers that his assignment was mere plagiarism. Andrew is very angry but manages to control himself. After class, he meets with the teacher to talk things out calmly.

C. Individual Work

Ask the students to indicate how they would react in similar situations. Would they react with:

- anger
- indifference
- criticism
- dissatisfaction
- ulkiness
- dialogue
- other?

LEARNING ACTIVITIES

Unit	4.5
Objective	19

Learning to Resolve Conflicts

ACTIVITY SHEET 55 d

D. Solution

Ask the students to find a solution to one of their present or recent conflicts and to write it down in their notebooks in capital letters.

Individualized Instruction

After reading the text, the student does all the suggested exercises.

LEARNING ACTIVITIES

Unit	4.5
Objective	20

Freedom

ACTIVITY SHEET 56 a

A. Short Presentation by the Teacher

The human being's instinct for self-preservation makes him naturally aggressive. This human trait is actually a useful one. A person who is not reasonably aggressive in his work, business affairs, or personal relationships is easily exploited. Living with others entails a certain amount of inevitable and recurrent frustration. Think of two little brothers or sisters who are constantly quarrelling, and yet deeply love one another.

Each person is unique but not alone in the world. His space overlaps with that of his neighbours. Other people are seldom as we would like them to be, and we are seldom as they would like us to be. There are countless concrete examples of this in everyday life.

A truly free and dependable person accepts responsibility for his conflicts. The person who is truly free and responsible is able to reflect on situations of conflict, is always ready to listen to others, and does not mind being disturbed. In short, a free and responsible person is someone who knows how to take advantage of difficult situations and uses them to progress, to move forward, and to create new bonds.

LEARNING ACTIVITIES

Unit	4.5
Objective	20

Freedom

ACTIVITY SHEET 56 b

B. Illustrating a Personal Motto

Ask the students to illustrate a personal motto expressing their awareness of the importance of accepting responsibility for their conflicts.

Examples: 1. Conflicts foster growth.
∴. A responsible person accepts responsibility for his conflicts.
3. Etc.

Individualized Instruction

The student reads the text and does Exercise B.

3.5 MODULE 5: CHOICES

MODULE 5: CHOICES

Time	Seventeen 45-minute periods.
General Objective	To understand the importance of making choices.
Terminal Objective	At the end of this module, the student should be able: Unit 5.1 To identify the steps leading up to a choice. Unit 5.2 To realize the reasons for his choices. Unit 5.3 To realize that making choices offers important advantages. Unit 5.4 To identify the requirements and limitations inherent in certain choices. Unit 5.5 To realize that choices call for commitments. Unit 5.6 To recognize the moral commitment inherent in certain choices.

INTRODUCTION

One of the aims of the Moral Instruction program is to help the student make the transition from heteronomy to autonomy. In the introduction to this program it is stated that norms, laws, regulations, and values must be integrated and assimilated by each individual. To become independent and responsible, the individual must learn to make choices and understand their importance in his quest for personal and social stability.

To be human is first and foremost to strive for self-fulfillment by taking responsibility for one's existence, to give meaning to one's life, to choose what contributes to one's fulfillment, and to grow.

This module is designed to enable the student to understand the importance of making his own choices in building a meaningful life.

Suggested Sequence

The student becomes aware that by making choices he also gives up other things (Objectives 1 - 2; 1 period). He can then identify the main reasons or motives for his choices (Objectives 3 - 4; 2 periods) and realize that making choices offers important advantages (Objective 5 - 6 - 7 - 8; 4 periods).

Making choices entails having certain obligations and limitations. (Objectives 9 - 10 - 11; 3 periods). Choices require commitment and an awareness of each person's responsibility in relation to these choices (Objectives 12 - 13 - 14 - 15; 4 periods). Lastly, the student recognizes the moral commitment in making choices and examines the kind of choices that involve making a moral commitment (Objectives 16 - 17 - 18; 3 periods).

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Unit 5.1: Steps in Making a Choice	Terminal Objective: To identify the steps leading up to a choice.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
		The student should be able:			
1	1 A	Referring to a list of options, to identify his choices by completing a questionnaire.	☐	Individual work: "Making choices" Work review (See Activity Sheet 57)	Check whether the student has made his choices.
	2 A	Using the questionnaire used in the preceding exercise, to note the things he had to give up by identifying the choices he discarded.	☐		

Unit 5.2: Reasons or Motives	Terminal Objective: To realize the reasons for his choices.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
2	3 A	Going over the choices already made, to indicate his reasons or motives for these choices in his notebook.		- Teacher's explanations - Individual work (See Activity Sheet 58)	Make sure the student has written down his reasons.
	4 C	From memory, to explain four of the main reasons or motives for making any given choice. C.P. 3/4		- Teamwork - Sharing ideas (See Activity Sheet 59)	Ask the student to explain four motives for making any given choice.

Unit 5.3: Advantages of Making Choices	Terminal Objective: To realize that making choices offers important advantages.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	5 A	Given a pertinent statement, to show that freedom encourages choices. C.P. 75%		- Short presentation by the teacher - Illustrating a dilemma (See Activity Sheet 60)	"To be free is to be able to make choices." Commenting on this statement, ask the student to show that freedom encourages choices.
	6 C	Without notes, to prove that choices foster creativity and personal development. C.P. 70%		- Short presentation by the teacher - Individual work - Mystery word - Review of the activity (See Activity Sheet 61)	Ask the student to give two examples which show that choices foster creativity and personal development.

Unit 5.3: Advantages of Making Choices	Terminal Objective: To realize that making choices offers important advantages.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	7 C	Given a pertinent statement, to explain the role choices play in personal development. C.P. 70%		- Individual work . Case study . Reflection based on a series of questions - Class discussion (See Activity Sheets 62)	Have the student consider the following statement: "Making choices allows the individual the opportunity to do better and to improve himself." Ask the student to give two examples explaining the role choices play in personal development.
	8 A	Given a short text, to pinpoint the good or bad habits that may be acquired when making choices, by answering a questionnaire.		- Reading and explanation of a short text by the teacher - Individual work (See Activity Sheets 63)	Check whether the questionnaire has been completed.

Unit 5.4: Requirements and Limitations of Certain Choices	Terminal Objective: To identify the requirements and limitations inherent in certain choices.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	9 C	Without reference, to indicate eight choices that parents make for their children when they are infants. C.P. 6/9		- Teamwork: . Identifying choices . Giving examples - Sharing ideas (See Activity Sheet 64)	Have the student pinpoint six choices that parents make for their children when they are infants.
	10 C	Without notes, to explain three limitations and constraints which may be inherent in certain choices. C.P. 2/3		- Teacher's presentation - Individual work (See Activity Sheet 65)	Given three different examples, have the student explain the limitations and constraints which may be inherent in certain choices.
	11 C	Given a sentence, to realize that laws and regulations are obligations and are not a matter of personal choice. C.P. 2/2		- Explaining the inteview - Interview (See Activity Sheet 66)	"Laws and regulations are obligations and not a matter of personal choice." Have the student explain this statement by giving two examples.

Unit 5.5: Consequences of Choices	Terminal Objective: To realize that choices call for commitment.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	12 C	Referring to his notes, to describe five choices which call for commitment. C.P. 4/5		- Teamwork focussing on two statements - Sharing ideas and short lecture by the teacher (See Activity Sheet 67)	Ask the student to describe five choices which call for commitment.
	13 C	On the basis of the preceding exercise, to realize that the commitments associated with certain choices are binding. The student will do this by indicating his personal attitudes in five given situations.		- Problem situations to be done individually (See Activity Sheet 68)	Make sure the student has resolved the five situations.

Unit 5.5: Consequences of Choices	Terminal Objective: To realize that choices call for commitment

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	14 C	Given a pertinent example, to define the meaning of having "a sense of responsibility." C.P. 90%	△	- Short lecture by the teacher and discussion on what it means to have a sense of responsibility - Teamwork: Presenting a case to the class - Sharing ideas (See Activity Sheet 69)	(See Activity Sheet 70)
	15 A	Based on the definition of having "a sense of responsibility," to realize that everyone is responsible for his own choices, by answering seven questions.	□	- Problem situations - Personal reflection (See Activity Sheet 71)	Make sure that the student has done the assignment.

Unit 5.6: Choice and Moral Values	Terminal Objective: To recognize the moral commitment inherent in certain choices

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	16 C	Without the help of his notes, to explain the meaning of a moral choice. C.P. 90%		- Reading and explanation of a text by the teacher - Teamwork (See Activity Sheet 72)	Ask the student to explain the meaning of a moral choice by giving two examples.
	17 C	Without reference, to examine two choices which entail a moral commitment. C.P. 80%		- Personal reflection based on the seven cases studied in Objective 15 - Preparing skits in teams (See Activity Sheet 73)	Ask the student to examine two choices which entail a moral commitment by explaining the consequences of some personal choices: a) Describe two choices which entail a moral commitment. b) Explain the consequences of these choices.

Unit 5.6: Choice and Moral Values	Terminal Objective: To recognize the moral commitment inherent in certain choices

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	18 A	Based on a set of questions, to identify his own choices by writing about the most important choices he has made in his life.	☐	- Questions - Relating and illustrating some important choices made by the student (See Activity Sheet 74)	Check whether the questions have been completed. Note: Short quiz on "Choices" (See Activity Sheet 75)

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 a

A. Individual Work

The student should realize that he will often have to make choices when faced with different alternatives in all areas of his life.

In the following exercise, the student is to indicate his preferences among the choices given.

Explanation

The student will need two different coloured crayons.

The student is asked to identify his first choices with one colour and his second choice with the other, by circling the letter corresponding to his answer.

Questionnaire

Indicate your first and second choice in each of the following categories:

1) Food
a) salads
b) pizza
c) meat and potatoes
d) hot dogs
e) Italian spaghetti
f) fried chicken

2) Music
a) disco
b) classical
c) rock
d) ballads
e) popular
f) jazz

3) Clothing
a) formal
b) dressy
c) suits
d) casual
e) sportswear
f) jeans

4) Personal Values
a) life
b) friendship
c) peace
d) wealth
e) freedom
f) happiness

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 b

5) Desserts
- a) grapes
- b) strawberry pie
- c) honey doughnuts
- d) chocolate ice cream
- e) fruit salad
- f) chocolate cake

6) Hobbies
- a) stamp collecting
- b) electronics
- c) do-it-yourself projects
- d) raising small animals
- e) playing a musical instrument
- f) nature lore

7) Gifts
- a) clothing
- b) games
- c) dinner at a restaurant
- d) records
- e) electrical appliance
- f) sports gear

8) Keys to success
- a) higher education
- b) hard work
- c) influential friends
- d) honesty
- e) resourcefulness
- f) good health

9) Color for a sweater
- a) blue
- b) green
- c) red
- d) brown
- e) black
- f) white

10) Sports
- a) swimming
- b) hockey
- c) badminton
- d) skiing
- e) volleyball
- f) skating

11) What would you do with $ 50 000
- a) deposit it at the bank
- b) spend it on leisure
- c) spend it on restaurants
- d) purchase clothing
- e) purchase records
- f) take a trip

12) Friends
- a) funny
- b) athletic
- c) resourceful
- d) intelligent
- e) studious
- f) serious

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 c

13) Favourite type of holiday
- a) travel or sightseeing
- b) rest and relaxation
- c) freedom to do as you please
- d) sports activities
- e) a country holiday
- f) a city holiday

14) The greatest threat to mankind
- a) pollution
- b) war
- c) nuclear bomb
- d) cancer
- e) heart disease
- f) injustice

15) Evening entertainment
- a) going to the movies
- b) going to see a play
- c) watching television
- d) going out to a night club
- e) going to see a hockey game
- f) relaxing

16) Leisure Activities
- a) television
- b) sports
- c) games
- d) music
- e) dance
- f) hobbies

17) First purchase if you won $ 100 000
- a) a ranch
- b) a house
- c) a boat
- d) gifts for your parents
- e) a car
- f) travel tickets

18) Fruits
- a) apples
- b) oranges
- c) pears
- d) bananas
- e) pineapples
- f) peaches

19) Favourite programs
- a) cartoons
- b) sports
- c) love stories
- d) detective movies
- e) documentaries
- f) drama

20) Beverages
- a) soft drinks
- b) fruit juice
- c) wine
- d) milk
- e) cold water
- f) chocolate milk

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 d

21) Wall decor in your room
- a) wallpaper
- b) posters of singers
- c) sports themes
- d) science themes
- e) works of art
- f) pictures of movie stars

22) How you would rate your school work
- a) perfect
- b) well done
- c) average
- d) sloppy
- e) poor
- f) totally neglected

23) What you would prefer to be
- a) a scientist
- b) a sports celebrity
- c) an extraordinary detective
- d) a film star
- e) a great doctor
- f) an ordinary person

24) School activity day (winter)
- a) skiing
- b) skating
- c) sledding
- d) bowling
- e) sleigh riding
- f) fieldtrip

25) Sweets
- a) maple candy
- b) chocolate
- c) caramel
- d) lollipops
- e) marshmallows
- f) fudge

26) School activity day (summer)
- a) baseball
- b) field-trip
- c) bicycling
- d) swimming
- e) horseback riding
- f) fishing

27) Priorities
- a) health
- b) leisure
- c) popularity
- d) money
- e) friendship
- f) work

28) Vegetables
- a) celery
- b) broccoli
- c) cabbage
- d) carrots
- e) lettuce
- f) turnips

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 e

29) Type of work preferred
- a) manual
- b) research
- c) artistic
- d) intellectual
- e) technical
- f) creative

30) Games
- a) chess
- b) cards
- c) precision
- d) tic-tac-toe
- e) monopoly
- f) checkers

31) Transportation
- a) car
- b) bus
- c) motorcycle
- d) plane
- e) metro
- f) bicycle

32) Literature
- a) comics
- b) detective stories
- c) thrillers
- d) love stories
- e) biographies
- f) adventure stories

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 f

8. Feedback on the Activity

The student should realize that in stating his preferences, he had to give up some interesting options. It must have been especially difficult to decide on his first and second choices.

Ask the students to identify the choices that were particularly hard to make and to point out the things they had to give up when choosing.

Discuss the following question with the students, stressing the fact that the choices we have to make are not all equally important.

"How do you feel when you cannot choose all the things that you like or that interest you?"

LEARNING ACTIVITIES

Unit	5.1
Objective	1 and 2

Making Choices

ACTIVITY SHEET 57 g

Individualized Instruction

The student answers the multiple-choice questions. For Exercise B, the teacher can meet with the student or have him consider the following conclusion:

When you identified your preferences, you had to give up some interesting alternatives. You probably often found it difficult to make a selection, particularly when there was an appealing second choice. You also must have realized that the choices in question were not all equally important.

Take a few minutes to reflect on what you had to give up when you identified your preferences and ask yourself in which areas are choices the most difficult to make.

How do you feel when you cannot choose all the things you like or everything that interests you?

LEARNING ACTIVITIES

Unit	5.2
Objective	3

Identifying the Reasons for Your Choices

ACTIVITY SHEET 58

A. Teacher's Explanations

Explain to the students that the choices they indicated in the preceding exercise may have been made on the basis of:

a) necessity
b) pleasure
c) practicality
d) personal taste
e) other motives.

For example, in Section 1, it is likely that they chose their favourite dessert on the basis of personal taste. In Section 18, they probably chose their favourite game on the basis of pleasure and so on.

B. Individual Work

Ask the students to indicate the motive or personal reason for each of the first choices indicated in the preceding exercice (see Activity Sheet 57).

Individualized Instruction

Explain the assignment. Have the student write in his notebook the reason or motive for each of the first choices indicated in the preceding exercise.

LEARNING ACTIVITIES

Unit	5.2
Objective	4

Understanding the Reasons for People's Choices

ACTIVITY SHEET 50

A. Teamwork

Using examples taken from daily life, ask the students to answer the following two questions:

1) In order to better understand the possible reasons behind people's choices, indicate two choices that could be based on each of following:
   a) necessity,
   b) pleasure,
   c) practicality,
   d) personal taste.

2) Give two other reasons that could explain someone's motives for making a particular choice. For example, your parents chose to go skating with you rather than staying at home. They made this choice because they love you.

B. Sharing Ideas

Go back to the two questions and emphasize the fact that whenever a person makes a choice, he has a motive or reason that corresponds to different aspects of his personality.

LEARNING ACTIVITIES

Unit	5.3
Objective	5

Freedom and Choices

ACTIVITY SHEET 60 a

A. Teacher's Presentation

Prepare a short presentation using the following ideas:

Freedom - Freedom is the power to choose, to decide, to create, and to attain what is appropriate to your needs.

Choice - Before choosing you must search for information, ask questions, learn the facts and know your options. You must then weigh the pros and cons and identify the obstacles that can influence your decision.

Decision - After making your choice with full knowledge of the facts, you must think about how you will act on this choice and decide on an action that is consistent with your reasoning.

Creativity - Creativity is the ability to find original ways of acting on your choices. To be creative is to be unique, personal, different, and free.

LEARNING ACTIVITIES

Unit	5.3
Objective	5

Freedom and Choices

ACTIVITY SHEET 68 b

Action - To act on a choice means to do what is necessary to carry out a clearly thought-out decision.

B. Illustrating a Dilemma

- Following the presentation, describe and illustrate a fictitious dilemma to show that freedom encourages choices. Remind the students of the definition of a dilemma.

- Post the illustration in the classroom and make appropriate comments.

Individualized Instruction

After reading the text, the student completes the following exercise:

Make a sentence with each of the following verbs, drawing inspiration from the text you have just read: to choose, to decide, to create, to realize.

LEARNING ACTIVITIES

Unit	5.3
Objective	6

Each Person is Unique

ACTIVITY SHEET 61 a

A. Short Presentation by the Teacher

The following suggestions regarding content may help the teacher in his presentation:
To choose is: - to be creative;
- to be free;
- to be different;
- to be unique.

In other words, to choose is to prove that you can be creative and personal. Each person is unique and different from others. Through your choices, you distinguish yourself, enhance your creativity, and develop your personality.

In any given situation, you can choose according to who you are, what you want, and how you live.

B. Individual Work

The teacher asks the student to complete the following two exercises. He can then compare the students' stories and illustrations by pointing out how each one is different and by emphasizing the personal aspect of the students' work.

LEARNING ACTIVITIES

Unit	5.3
Objective	6

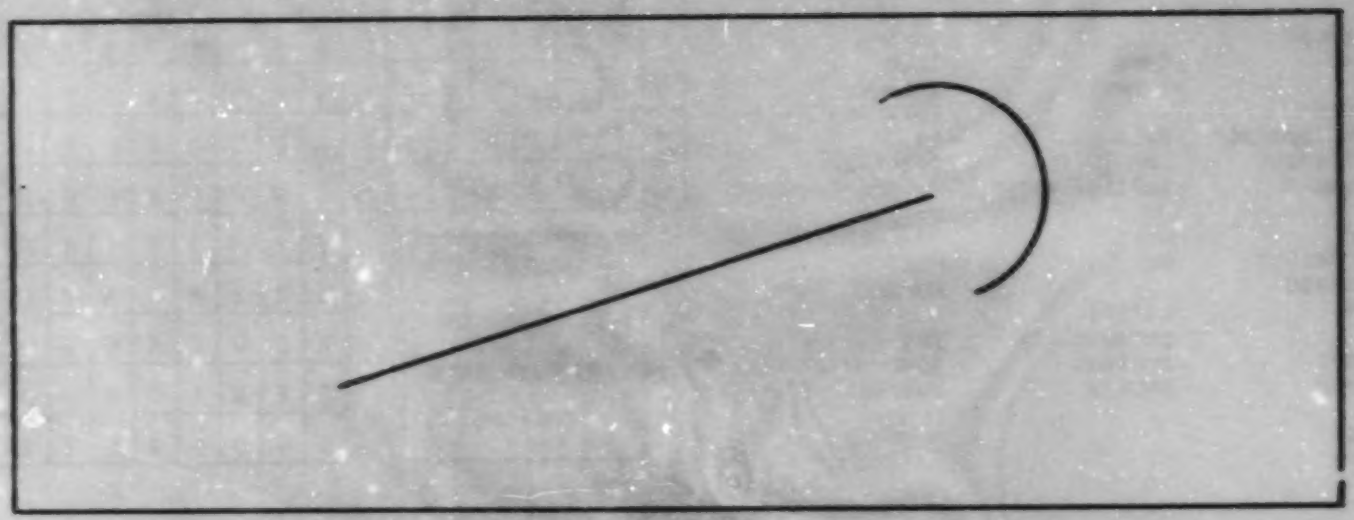
Each Person is Unique

ACTIVITY SHEET 61 b

1. Complete the story.

"This is a story of a young adolescent named.....
One evening, she decided to go.....(continue)"

2. Make a drawing using the following lines.



LEARNING ACTIVITIES

Unit	5.3
Objective	6

Each Person is Unique

ACTIVITY SHEET 61 c

C. Mystery Word

Give the students the following mystery-word puzzle and have them find the hidden words listed below.

1. The students will find the hidden message by putting the words that remain in order.

a	I	responsible
adolescence	important	rule
as	individuals	
assert	instinct	spare
	is	
chance		themes
clue	laws	then
	liberty	things
decide		this
development	main	to
different	moral	together
dream	multiplicity	
		unique
for	of	
formation	on	what
friends		word
fun	parent	
	personality	yet
games	present	your
group	pupils	yourself
has		
here		

L	A	W	S	T	H	E	S	E	R	P	S	E	C	I	O	H	C
I	C	H	A	H	C	E	E	C	H	E	C	S	E	L	O	D	A
B	L	D	E	V	E	L	O	P	M	E	H	T	S	W	F	M	S
E	U	Q	I	H	U	O	H	A	M	O	R	A	L	O	O	U	L
R	E	S	P	O	H	S	I	B	L	E	T	O	A	R	R	L	I
T	O	G	E	T	H	E	R	M	U	S	T	F	U	D	M	T	P
Y	O	U	R	S	E	L	F	T	H	I	S	S	D	I	A	I	U
S	D	H	E	I	R	F	E	H	E	R	E	P	E	F	T	P	P
P	E	R	S	O	H	A	L	I	T	Y	I	A	Y	F	I	L	S
D	E	C	I	D	E	F	U	H	H	O	Y	R	I	E	O	I	E
M	A	K	E	P	U	O	R	G	E	U	O	E	D	R	H	C	M
G	A	M	E	S	P	R	O	S	H	R	U	H	M	E	S	I	E
								T	I	H	S	T	I	M	C	T	H
								H	A	S	A	H	A	T	E	Y	T
								A	D	R	E	A	M	W	H	A	T
								T	T	H	A	T	R	O	P	M	I
								U	H	D	E	R	S	T	A	H	D

ANSWER

Understand that you must make choices.

LEARNING ACTIVITIES

Unit	5.3
Objective	6

Each Person is Unique

ACTIVITY SHEET 61 d

2. The student answers the questions below. The answers are found in the list of words used in the mystery-word puzzle.

Questions

a) A period of life where you are no longer a child but not yet an adult: _____.
b) To make many choices is to make a _____ of choices.
c) The ability to make choices makes the human being free and _____.
d) An animal acts according to its _____.
e) The choices a person makes indicate his _____.
f) It is by making _____ that I learn to live with others.
g) When I make choices and do not act like others, I am _____.
h) When we are young, our _____ often make decisions for us.
i) Discovering and using one's talents and making choices all contribute to the _____ of one's personality.
j) The older I get, the more I should understand that it is _____ to make choices.

LEARNING ACTIVITIES

Unit	5.3
Objective	6

Each Person is Unique

ACTIVITY SHEET 61 e

k) A synonym for the word "persons" is _____.
l) By making choices, the human being can _____ himself.
m) A person who has made numerous choices and has developed many talents is a person who enjoys true _____.
n) After choosing, you must _____ on an action that is consistent with your reasoning.

ANSWERS

a) adolescence
b) multiplicity
c) responsible
d) instincts
e) personality
f) friends
g) different
h) parents
i) development
j) important
k) individuals
l) assert
m) liberty
n) decide

LEARNING ACTIVITIES

Unit	5.3
Objective	6

Each Person is Unique

ACTIVITY SHEET 61 f

E. Review of the Activities

Emphasize the ideas presented at the beginning of the present objective. Each person is unique and different from others. The choices he makes enhance his creativity and contribute to the development of his personality.

Individualized Instruction

The student can do the same activities.

LEARNING ACTIVITIES

Unit	5.3
Objective	7

Aspiring to Be a Better Person

ACTIVITY SHEET 62 a

A. Individual Work

Part 1:

For each of the following situations, ask the student to state in writing what he would be tempted to do and why:

1. The student next to you in your mathematics class always jokes around, tells funny stories, and generally tries to distract you from your work.

2. A group of friends are talking to you in the hall. A student walks by wearing black horn-rimmed glasses. Some of the students tease him, laugh at him, and a few chase after him down the hall.

3. You are walking along the street on your way to a friend's house. An old lady walking ahead of you drops her parcels.

4. As they are going into their French class, a few students decide to prevent the other students from going in.

5. Two of your friends decide to skip class and invite you to join them, saying that it is too nice a day outside and that the class is boring.

6. Some friends decide to go see a film without telling you. They happen to meet you on the way and invite you to join them.

LEARNING ACTIVITIES

Unit	5.3
Objective	7

Aspiring to Be a Better Person

ACTIVITY SHEET 62 b

7. You go to the store with two of your friends. One of them suggests shoplifting something and asks you to watch and warn him of any danger.

8. Your parents come home tired from the grocery store. All the groceries must be put away.

9. One student in the group has problems with her mathematics course. Your friends ask you to help her.

10. Your parents do not like to see you drink beer. Your friends encourage you to do it on the sly.

11. You need more pocket money. A buddy suggests that you steal some from your parents.

12. A teacher is walking down the hall with an armful of books. He has to open a door and needs help.

13. You play a particular sport and need to practice for one hour a day. Your friends invite you on an outing that will last all day long.

Note: The teacher can have the students interpret all or some of these situations by means of skits or mimes, which they will later discuss in class.

LEARNING ACTIVITIES

Unit	5.3
Objective	7

Aspiring to Be a Better Person

ACTIVITY SHEET 62 c

Conclusion

Making the right choices helps you to grow and become responsible. By contrast, making the wrong choices, such as intentionally tripping an elderly person, can only lead to dissatisfaction. When you make a choice, you are taking control of circumstances instead of being subjected to them. The choices you make help you clarify your priorities and define your needs for self-fulfillment. Choices thus play a paramount role in an individual's personal development.

Part 2: "Who would I like to be?"

Submit the following questions to the students:

1. Describe the person you would like to be: in your work, in your relationship with others (social life, family, leisure), and so on.

2. What important choices have you already made to become the person you have described? List two of these choices and indicate what you have to do to act on them.

3. What could you choose to do now to reach your objectives?

LEARNING ACTIVITIES

Unit	5.3
Objective	7

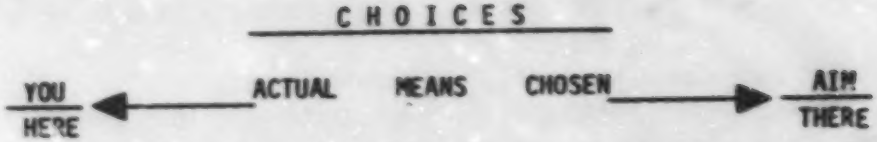
Aspiring to Be a Better Person

ACTIVITY SHEET 62 d

B. Class Discussion

Initiate a general discussion based on the experiences of several students who are willing to talk about their personal reflections.

Explain the following diagram to the students.



Choices are the actual means by which you can move from your present situation to the one you aim to attain. The human being continuously strives to transcend himself, and choices enable him to develop and remain constantly active in his journey. When he makes choices, he is also assured of the satisfaction of performing positive actions.

Individualized Instruction

The student may do the same assignment except for the class discussion.

LEARNING ACTIVITIES

Unit	5.3
Objective	8

Making the Right Choices

ACTIVITY SHEET 63 a

A. Reading

It is important to make the right choice if we want to be satisfied with ourselves. The right choice helps us to grow and to develop. The choices a person makes reveal his personality and make him known to others.

In order to be able to make the right choice, certain criteria have to be met:

- you must take your personal preferences into consideration;
- you must know whether or not the choice you are considering is realistic;
- you must evaluate the consequences of your actions for yourself and for the other people involved;
- you must consider all the possibilities available to you in making this choice;
- you must take the opinions and the advice of the other people involved into consideration.

When you have a choice to make, you often have to choose between two or more conflicting alternatives. When you are obliged to choose between two alternatives that are ultimately equally appealing or equally unpleasant, you are faced with a dilemma.

LEARNING ACTIVITIES

Unit	5.3
Objective	8

Making the Right Choices

ACTIVITY SHEET 63 b

B. Individual Work

Give the students the following assignment.

1. a) Among the following activities, circle those which you have already chosen to do:

a) motorcycling
b) stamp collecting
c) hockey
d) reading
e) smoking
f) nature lore
g) racquetball
h) music
i) non-smoking
j) bicycling
k) babysitting
l) skipping classes.

b) Underline those that have become habits and indicate in parentheses whether the activity is a good (G) or a bad (B) habit.

c) For each good habit, indicate what efforts you had to make to acquire this habit. For each bad habit, indicate what changes you will have to make to break this habit.

Note: The teacher may bring twelve pictures depicting the above-mentioned activities or any other hobbies, habits, and pastimes. Instead of circling a word or phrase, the student may list his choices.

LEARNING ACTIVITIES

Unit	5.3
Objective	9

"Making the Right Choices

ACTIVITY SHEET 63 c

2. Write a short paragraph to expand on the following sentence:

"My choices should help me to attain a goal: to be a better person today than I was yesterday."

To do this, I must...

LEARNING ACTIVITIES

Unit	5.4
Objective	9

Learning to Make Your Own Decisions

ACTIVITY SHEET 64 a

A. Teamwork

The students are divided into small groups and each group draws up the following two lists.

1. List the choices parents make for their children concerning the latter's:

   a) physical health;
   b) safety;
   c) cognitive development;
   d) affective development;
   e) ability to share;
   f) polite behaviour (conduct);
   g) cleanliness;
   h) clothing;
   i) games;
   j) food.

2. Adolescents are often fully capable of making their own decision on matters concerning the ten above-listed areas. List some of the decisions that 13-to 14-year-old adolescents can nowadays make for themselves.

LEARNING ACTIVITIES

Unit	5.4
Objective	9

Learning to Make Your Own Decisions

ACTIVITY SHEET 64 b

B. Group discussion

Go back to the preceding exercise and point out the changes that have taken place since the days when parents made almost all the decisions for their children to today, when adolescents make their own decisions.

THE MORE YOU ARE ABLE TO DECIDE
THE MORE YOU WILL BE ABLE TO MAKE IMPORTANT AND WORTHWHILE CHOICES.

Individualized Instruction

The student does Exercise A.

LEARNING ACTIVITIES

Unit	5.4
Objective	10

Some Things in Life are Predetermined

ACTIVITY SHEET 65 a

A. Teacher's Presentation

The teacher may use the following ideas to prepare his presentation:

Human beings cannot do everything they want to do; they do only what they can. Many things in life are not subject to man's free will and are beyond his control; they are decided by determinants, which may be classified into four main categories. First, physical determinants determine the laws of nature. For example, if you throw a stone up in the air, it will fall back down. This phenomenon is called the law of gravity and applies to all physical matter on earth. You are also subject to this law, for when you jump up in the air, you always land back on the ground. You would not be able to stay up in the air, even if you wanted to, unless you used some means of propulsion (such as, for example, the propeller or jet engine used to power an airplane) in order to override the falling effect caused by the force of gravity. Second, all life on earth is subject to biological determinants. For example, you do not choose to breathe or to make your heart beat. The reaction is autonomic. It occurs without you having to think about it; it is an involuntary reaction of your body from the moment of birth, and even at the fetal stage. Third, psychological determinants dictate a person's temperament and, to a large extent, his intellectual and emotional make-up. For instance, some people are naturally introverted and are inclined to quiet, intellectual pursuits, while others are more extroverted and tend to be more active and outgoing. Finally, social determinants are imposed on the individual by virtue of his social environment. A person's social status can subject him to certain limits but can also provide him with

LEARNING ACTIVITIES

Unit	5.4
Objective	10

Some Things in Life are Predetermined

ACTIVITY SHEET 65 b

better opportunities, depending on the particular social milieu into which he is born. For example, a person born into a wealthy family can choose to spend the winter months in a warm climate, while someone born into a poor family will not have this opportunity. Similarly, someone born into a family of varied intellectual interests will have more possibilites than a person of an intellectually impoverished background. These factors are not determined by the individual's will or freedom, but rather by the social environment into which he is born. Thus while a person's social environment is beyond his control, it often influences what he can and cannot do.

A distinction should be made between determinants on the one hand, and external influences and personal habits on the other. While the latter can be modified by choice, they can limit your freedom, and choices made under a strong influence are not entirely free choices. We cannot live without influences or habits, but we can always choose to change them. For example, if you smoke, smoking is a habit which you can control and choose to stop. In life, it is unwise to always follow the crowd and never stop to think for yourself. Influences and habits can be modified when they no longer correspond to what you want in life.

LEARNING ACTIVITIES

Unit	5.4
Objective	10

Some Things in Life are Predetermined

ACTIVITY SHEET 65 c

DETERMINANTS

- social milieu
- genes
- diseases
- the laws of light reflection
- the earth's orbit around the sun
- eye colour
- being left-handed
- growing up
- aging

INFLUENCES AND HABITS

- television
- publicity
- newspapers
- friends
- tardiness
- smoking
- cleanliness
- polite conduct

B. Individual Work

Ask the students to do the following assignment:

1. In your own words, write a definition of a "determinant."

2. In the following examples, indicate whether the situation is caused by a determinant, an influence or a habit.

   a) This morning, I had a fever.
   b) My father curses and so do I.
   c) I cheated on the test; I behaved like everyone else.

LEARNING ACTIVITIES

Unit	5.4
Objective	10

Some Things in Life are Predetermined

ACTIVITY SHEET 65 d

d) I was against the project, but I said yes like everybody else.
e) I am always punctual; at home we are like that.
f) Water boils at 100° Celsius.
g) My sister has blue eyes.
h) My friend had a nervous breakdown.
i) My neighbour smokes two packs of cigarettes a day.
j) The earth is round and it revolves around the sun.

Answers:
a) determinant
b) influence or habit
c) influence or habit
d) influence or habit
e) influence or habit
f) determinant
g) determinant
h) determinant
i) influence or habit
j) determinant

LEARNING ACTIVITIES

Unit	5.4
Objective	11

Choices and Civic-Mindedness

ACTIVITY SHEET 66 a

A. Interview

It is important to stress that a good interview requires some preparation. The students should not expect to improvise on the spot. Make sure the students understand that there are three stages to an inteview.

1) Preparation

Before meeting the person(s) to be interviewed, the student should think about and prepare a number of questions on a specific subject. The student should establish the reason for the interview and decide what he wants to learn or verify. In other words, he should be aware of the objectives and aims of the interview.

2) Execution

The student meets with the person(s) to be interviewed and discusses the questions he has prepared.

3) Evaluation

After the interview, he makes a report and evaluates the results obtained.

B. Conducting an Interview

1. The student is asked to conduct an interview and to write down the results in his notebook.

LEARNING ACTIVITIES

Unit	5.4
Objective	11

Choices and Civic-Mindedness

ACTIVITY SHEET 66 b

He interviews four students in Secondary III, IV and V, after which he writes his report.

First, he asks the students to indicate what they are most likely to do in the following situations:

a) You are walking down the street and you have a candy wrapper or some other object you want to discard. What do you do?

1) You throw it out on the street.
2) You put it in your pocket and throw it in a garbage can when you see one.

b) You sharpen your pencil with a small pencil sharpener. What do you do with the shavings?

1) You blow on them.
2) You throw them in the garbage can.

c) In the arena, you feel nervous. What do you do?

1) You pick at the vinyl covering on your bench.
2) You do something else. What?

LEARNING ACTIVITIES

Unit	5.4
Objective	11

Choices and Civic-Mindedness

ACTIVITY SHEET 66 c

d) You are eating your lunch in the cafeteria and you are not very hungry. What do you do with the rest of your food?

1) You leave it on the table.
2) You throw it on the floor.
3) You throw it in the garbage.

e) If you were at home, what would you do in the five situations mentioned above?

Note: The student may add other questions.

2. The student can now ask himself the same questions he asked the others when he conducted his interview.

3. Following the interview, the student can write down his comments and draw a conclusion.

Individualized Instruction

The teacher takes the time to explain to the student how to prepare his interview.

The student then does the suggested assignment.

LEARNING ACTIVITIES

Unit	5.5
Objective	12

Choices Entail Commitments

ACTIVITY SHEET 67

A. Teamwork

The students are divided into teams of two or three. Each team is asked to explain the following two statements by giving two examples for each of the concepts represented.

1. "Our choices entail personal commitment."
2. "In life, we are continually faced with choices."

B. Discussion and Short Presentation

Based on the examples and explanations given by the students, draw a conclusion using the following ideas:

You are responsible for your choices and your choices entail personal commitment. When the choices concern serious matters, you hesitate and ask questions. When we make a bad choice, we are often tempted to blame others. When we make a good choice, and make the right decision, we tend to accept responsibility for the decision made.

Individualized Instruction

The student will complete Exercise A.

LEARNING ACTIVITIES

Unit	5.5
Objective	13

Fulfilling Your Commitments

ACTIVITY SHEET GB a

Case Studies - Individual Work

For each of the following cases, the student is to indicate in writing:

a) Which of the 3 solutions he would choose if he were in the situation described;

b) Whether the choice indicated for each situation truly meets the commitment made, and why.

1. Mrs. Burns asks Bob to mind the children one evening: Bob has an invitation to go out with his friends, but decides to babysit instead. However, when the time comes, he doesn't feel like keeping his commitment to Mrs. Burns.

   a) He keeps his word, he babysits;
   b) He makes up an excuse and doesn't go;
   c) He finds somebody to replace him and goes out with his friends.

2. Laura was allowed to choose her school and opted for the one she is attending at present. Everything is working out well, but she finds it difficult to accept certain regulations.

   a) She tries to understand and follow the school regulations;
   b) She decides they are not important and ignores them;
   c) She forms a committee to study and discuss these regulations with the school administration.

LEARNING ACTIVITIES

Unit	5.5
Objective	13

Fulfilling Your Commitments

ACTIVITY SHEET 6B b

3. A friend invites Andrew and some other students to his house to listen to music. Andrew declines the invitation because he promised his sister he would help her with the dishes. Andrew's friends urge him to go with them.

   a) Andrew helps his sister;
   b) Andrew goes with his friends;
   c) He tells his friends he will join them later after helping his sister.

4. Peter's parents buy him a dog. Peter likes to play with the dog but he does not particularly enjoy walking him every day.

   a) He nevertheless agrees to walk the dog every day;
   b) He does it when he feels like it;
   c) He reaches an agreement with his father that they will take turns walking the dog.

5. Pauline decides to accompany a group of older students on a four-day excursion. She is assigned the most difficult tasks, such as organizing transportation of all the supplies and equipment.

   a) On the whole, Pauline accepts her responsibilities for the excursion;
   b) She accepts to do only what pleases her;
   c) She argues and gets the seniors to relieve her of the most difficult tasks.

LEARNING ACTIVITIES

Unit	5.5
Objective	14

Having a Sense of Responsibility

ACTIVITY SHEET 89 a

A. Short Presentation by the Teacher and Discussion

Discuss what it means to have "a sense of responsibility" with the students and ask them to give examples.

To have a sense of responsibility is to stick to our choices and to accept the consequences once a choice has been made. It means keeping one's word, being loyal and fulfilling one's commitment. For example, suppose you promised to take your little sister to a movie and then your friends ask you to go cycling; if you choose to keep your promise to your sister even though you would rather go cycling, then you have a strong sense of responsibility.

B. Teamwork

The students form small teams and prepare five cases to show that people are responsible for their choices.

Choices can sometimes lead to failure or unhappiness.

Example: Ralph considers going to the discotheque but does not really feel like it. His friends urge him to go and he gives in. Once there, he finds the evening very boring. Who is responsible? Who chose to go to the discotheque?

LEARNING ACTIVITIES

Unit	5.5
Objective	14

Having a Sense of Responsibility

ACTIVITY SHEET 69 b

At other times, our choices can lead to success or happiness.

Example: Carol chooses to study for her history test rather than go to a movie that she has been wanting to see for a long time. When she gets her test results, she is very pleased. Who is responsible? Who chose to prepare for her exam?

C. Discussion

Following the teamwork, it would be good to have a group discussion focussing on the fact that each person is responsible for his own choices. When we make choices, we accept the consequences of our choices. This is why we must weigh the pros and cons before making a decision.

Individualized Instruction

The student reads the text on having a sense of responsibility. He then answers the following two questions:

1. Explain in a few lines what having a sense of responsibility means to you.

2. Give two examples showing that you have a sense of responsibility.

LEARNING ACTIVITIES

Unit	5.5
Objective	14

Living Up to Your Sense of Responsibility

ACTIVITY SHEET 70

Referring to the following example, define a sense of responsibility.

"Mike agrees to babysit for Mrs. Murphy. His parents tell him it is a good way for him to earn some money towards his bike. Mike does not have an easy time of it; things do not go smoothly, the children cry, refuse to go to bed, and so on. In the end, he succeeds in overcoming these problems."

LEARNING ACTIVITIES

Unit	5.5
Objective	15

Owning Up to Our Responsibilities

ACTIVITY SHEET 71 a

A. Case Studies

Present the following exercise to the students. Have them work individually.

What would you do in the following situations and why?

1. Claire does poorly on her English assignment; she must have it signed by one of her parents.

   a) She has her parents sign it;
   b) She signs it herself;
   c) She explains to her parents why her assignment was poorly done, promises to do better in the future and asks them to sign it.

2. George skipped class without reason; he must account for his absence.

   a) He asks a friend to write a note;
   b) He asks his parents and tells them the truth;
   c) He does nothing, hoping that his teacher will forget his absence.

LEARNING ACTIVITIES

Unit	5.5
Objective	15

Owning Up to Our Responsibilities

ACTIVITY SHEET 71 b

3. While playing, Lucy accidentally throws the ball through the neighbour's window and breaks a pane.

   a) She runs away;
   b) She tells the landlord and her parents that it was an accident and that she will try to pay, or that her parents will pay and she will try to reimburse them;
   c) She blames someone else.

4. One of John's friends accuses him of being incompetent.

   a) John tries to prove his friend wrong by his actions, by giving proof of his competence;
   b) John argues, insults him and seeks revenge;
   c) He does not answer and ignores the situation.

5. Larry runs into a old friend and comes home later than usual; his parents demand an explanation.

   a) He gives any old answer; he lies;
   b) He tells his parents that he rarely comes home late and that this was a special occasion;
   c) He gets angry and tells them that it is none of their business.

LEARNING ACTIVITIES

Unit	5.5
Objective	15

Owning Up to Our Responsibilities

ACTIVITY SHEET 71 c

6. Ann has an important decision to make and her parents want to help her.

   a) She lets them know that they should mind their own business;
   b) She explains that she wants to try to accept her responsibilities herself;
   c) She listens to their advice and agrees to take it into consideration.

7. Peter did not study his grammar and it is now exam time.

   a) He copies from his neighbour;
   b) He tries to do his best;
   c) He gets angry and leaves the classroom.

B. Personal Reflection

Explain the following statement:

"I am responsible for my choices and I must accept the consequences."

LEARNING ACTIVITIES

Unit	5.6
Objective	16

Explaining the Meaning of Moral Choices

ACTIVITY SHEET 72 a

A. Reading

Read the following text with the students and give the appropriate explanations.

Having defined the word "choices," let us now consider the meaning of "moral choices," based on the definition of "morality" studied at the beginning of the year.

Morality was defined as that part of human knowledge and experience which is concerned with correct behaviour towards oneself and towards others. A moral choice is one that promotes good behaviour, in other words, it is a choice that enables the individual to be in harmony with himself and with others. For example, choosing to respect others is a moral choice because this behaviour increases both your inner harmony (you are happy because you get along well with others) and your harmony with others (they tend to respect you in return). On the other hand, telling lies is immoral because it destroys trust and creates both an inner conflict (between the desire to be honest and the knowledge of having been dishonest) and a conflict with others (when they learn that you have lied, they certainly will not be pleased).

LEARNING ACTIVITIES

Unit	5.6
Objective	16

Explaining the Meaning of Moral Choices

ACTIVITY SHEET 72 b

B. Teamwork

1. Write a fictitious letter to an old friend to explain the meaning of moral choices. To ensure that he understands, give at least five examples of moral choices that have already been made by members of the class.

2. Illustrate the five examples given in the letter on a poster.

Note: It might be a good idea to have a general discussion about the content of the students' letters and the illustrations.

Individualized Instruction

The student reads the text and composes the letter. He may ask his parents to read it and to comment on it.

LEARNING ACTIVITIES

Unit	5.6
Objective	17

Identifying Moral Choices

ACTIVITY SHEET 73

A. Personal Reflection

Ask the students to go back to the seven case studies in Objective 15. Ask them to indicate whether or not the choices they made in each of the seven situations were moral choices, and to explain why.

B. Teamwork

Each team prepares a skit in which the characters experience a situation involving an important moral choice made by adolescents.

The skit must present:

- the facts of the situation;
- the reasons for the choice made;
- the consequences of this choice.

C. Presentation of the Skits and Class Discussion

Individualized Instruction

The student will do Exercise A. Based on one of the seven situations, he will write a story in the form of a dialogue. For example, Case Number 1 presents Claire, who has to have her parents sign an English assignment that was poorly done. It is not difficult to imagine the dialogue between Claire and her parents.

LEARNING ACTIVITIES

Unit	5.6
Objective	18

Reflecting on Your Past Choices

ACTIVITY SHEET 74 a

A. Questions

Each student answers the following questions.

1. List five important choices you remember having made in the past. Indicate what you gained from them (e.g., knowledge, relationships, worries, questions, satisfaction, freedom, self-discovery).

2. a) When you make the right choices, how do you react?
   b) When you make the wrong choices, what do you do?

3. How do you prepare yourself for making an important decision?

4. Whom do you confide in when making important decisions? Why?

5. Who is responsible for your choices? Explain.

LEARNING ACTIVITIES

Unit	5.6
Objective	18

Reflecting on Your Past Choices

ACTIVITY SHEET 74 b

B. Important Choices: Narration and Illustration

Ask the students to describe, in the form of one of the following:

- a photo display,
- a cartoon,
- a personal diary,
- a story.

some of the important choices they have had to make to improve the following areas of their lives:

1. health (or physical condition);
2. recreational activities;
3. personal development;
4. performance at school.

LEARNING ACTIVITIES

Unit	5.6
Objective	1 to 18

TRUE OR FALSE

C H O I C E S

ACTIVITY SHEET 75 a

Check the appropriate column to indicate whether the following statements are true or false;

		T	F
1.	Adolescents have very few choices to make.	_____	_____
2.	It is always easy to make a choice.	_____	_____
3.	When we feel free, we are more likely to make the right choice.	_____	_____
4.	Making choices requires little in terms of having a sense of responsibility.	_____	_____
5.	Life is full of choices.	_____	_____
6.	One has to be well informed in order to make the right choice.	_____	_____
7.	When we choose, we never have to give up anything.	_____	_____
8.	To choose means to allow ourselves to be creative.	_____	_____
9.	Choices contribute very little to personal development.	_____	_____
10.	It is more or less necessary to make choices.	_____	_____
11.	Parents must make many choices for their young children.	_____	_____
12.	As individuals, we basically have to make the same choices as everybody else.	_____	_____
13.	When someone makes a choice, there is never any risk involved.	_____	_____
14.	A person's choices are sometimes influenced by other people.	_____	_____
15.	Choices give us an opportunity to improve ourselves.	_____	_____

LEARNING ACTIVITIES

Unit	5.6
Objective	1 to 18

TRUE OR FALSE

C H O I C E S

ACTIVITY SHEET 75 b

16. Making choices allows us to be different. _____ _____
17. Making choices means making decisions. _____ _____
18. Choices are important only when other people know about them. _____ _____
19. It's easy to go through life without making any choices. _____ _____
20. Choices can bring happiness or sorrow. _____ _____
21. Choices can be wrong. _____ _____
22. Choices can indicate a person's tastes. _____ _____
23. Being responsible means not caring about the consequences of our choices. _____ _____
24. We do not need to consider others when making a choice. _____ _____
25. The choices we make today can have an impact on the future. _____ _____
26. It is very useful to make choices. _____ _____
27. We are responsible for our choices. _____ _____
28. Choosing is doing whatever we please. _____ _____
29. Learning to choose is learning to become responsible. _____ _____
30. Laws are obstacles to one's freedom of choice. _____ _____

Answers:

1. F	6. T	11. T	16. T	21. T	26. T
2. F	7. F	12. F	17. T	22. T	27. T
3. T	8. T	13. F	18. F	23. F	28. F
4. F	9. F	14. T	19. F	24. F	29. T
5. T	10. F	15. T	20. T	25. T	30. F

3.6 MODULE 6: PLANS

MODULE 6: PLANS

Time

Fifteen 45-minutes periods.

General Objective

To work towards his personal growth and development in planning and carrying out projects.

Terminal Objective

At the end of this module, the student should be able:

Unit 6.1 To demonstrate the difference between a personal project and a group project.

Unit 6.2 To realize that projects can either succeed or fail.

Unit 6.3 To describe the main reasons why projects either succeed or fail.

Unit 6.4 To realize that better self-awareness contributes to the success of a project.

Unit 6.5 To identify personal qualities that contribute to the successful completion of a project.

Unit 6.6 To organize a project with others.

INTRODUCTION

The human condition is often seen as a difficult one. However, the average human being is capable of drawing up constructive plans for improving both his personal and social life. Some of his plans are bound to meet with failure, but these will serve as springboards for greater success in the future.

Success can then be defined as a feeling of personal satisfaction which an individual experiences when he performs actions that allow him to grow and develop.

This module is designed to enable the student to learn how planning and carrying out projects can help him to grow and develop as a person and to realize that every human being experiences success and failure.

Suggested Sequence

The student begins by defining a project and demonstrating the difference between an individual project and a group project (Objectives 1 - 2 - 3; 2 periods). By identifying certain projects, he realizes that projects can be the source of either success or failure (Objectives 4 - 5 - 6 - 7 - 8 - 9 - 10 and 11; 4 periods).

The student then examines the main reasons for the success and failure of his projects, and considers his reactions to obstacles (Objectives 12 - 13 - 14; 1 period). To carry out a project successfully, we must know ourselves well (Objectives 15 - 16; 1 period), be self-confident, persevering, realistic, and have initiative (Objectives 17 - 18 - 19 - 20 - 21 - 22 - 23 - 24; 3 periods).

Lastly, the student is asked to organize a project with others (Objective 25; 4 periods). This objective is intended to give the student an opportunity to apply the knowledge acquired in this module in more concrete terms.

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Unit 6.1: Definition	Terminal Objective: To demonstrate the difference between a personal and a group project.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
		The student should be able:			
2	1 C	Without any references, to explain what is a project. C.P. 90%		N.B. The teacher may prepare one presentation and divide it into three parts - Teacher's presentation (Part 1) - Individual work (See Activity Sheet 76)	Ask the student to explain what is a project.
	2 C	From memory, to distinguish a personal project from a group project. C.P. 70%		- Teacher's presentation (Part 2) - Interview - Discussion (See Activity Sheet 77)	Ask the student to distinguish a personal project from a group project by giving an example of each.
	3 C	Without the help of his notes, to identify three possible behaviours displayed by the participants in a group project. C.P. 2/3.		- Teacher's presentation (Part 3) - Teamwork: case studies - Individual work (See Activity Sheet 78)	As the student to name three possible behaviours of the participants in a group project.

Unit 6.1: Success and Failure	Terminal Objective: To realize that projects are a source of success or failure.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	4 A	Based on his personal experience, to describe a project that he has already completed, by listing the steps leading its successful completion.	□	Describing a completed project (See Activity Sheet 79)	Check whether the student has described his personal project.
	5 C	Given a pertinent statement, to explain how completing a project can be a learning experience. C.P. 75%	◇	- Reading a text and discussion - Mystery word (See Activity Sheet 80)	"Projects help a person to grow and develop." Based on this statement, ask the student to explain how completing a project can be a learning experience.
	6 C	From memory, to identify seven steps to the successful completion of a project. C.P. 5/7	△	- Teacher's presentation - Class discussion (See Activity Sheet 81)	Ask the student to list the steps that are essential to the successful completion of a project.

Unit 6.2: Success and Failure	Terminal Objective: To realize that projects are a source of success or failure.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	7 C	From memory, to list five main reasons for the success of a particular project. C.P. 3/5.		- Analyzing a successful project - Discussion (See Activity Sheet 82)	Ask the student to list five main reasons for a project's success.
	8 A	With his notes from the preceding lessons, to list six golden rules for success and to illustrate these rules in an original way.		Individual work: "You can succeed" (See Activity Sheet 83)	Extra marks can be given for the originality of the work.
	9 C	Without references, to write five main reasons for the failure of certain projects. C.P. 4/5		- Case study - List of reasons for failure (See Activity Sheet 84)	Ask the student to write down five main reasons for the failure of certain projects.

Unit 6.2: Success and Failure	Terminal Objective: To realize that projects are a source of success or failure.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	10 C	Based on a pertinent story, to show the positive side of failure. C.P. 80%		Teacher's presentation and general discussion (See Activity Sheet 85)	(See Activity Sheet 86)
	11 A	Based on his personal experience, to become aware of his own failures by recounting a personal plan that failed.		Individual work: "Failing" (See Activity Sheet 87)	Make sure the student has described how one of his plans failed.

Unit 6.3: Initiating Projects	Terminal Objective: To describe the main reasons for the success or failure of a project.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
1	12 C	Without any references, to identify two factors which may give rise to a project. C.P. 2/3		- Short presentation by the teacher - Discussion based on pertinent examples (See Activity Sheet 88)	Ask the student to identify two factors which may give rise to a project.
	13 C	Without any references, to identify two personal and two external factors responsible for the success or failure of a project. C.P. 2/4		- Reading a short text - Case study (large group) (See Activity Sheet 89)	Have the student note two personal and two external factors responsible for the success or failure of a project.
	14 C	Without the use of notes, to explain how a person might react when faced with obstacles. C.P. 70%		- Teacher's presentation - Teamwork: Five cases studies (See Activity Sheet 90)	Ask the student to write a short paragraph (about ten lines) to explain how a person might react when faced with obstacles.

Unit 6.4: Self-Awareness	Terminal Objective: To realize that better self-awareness contributes to the success of a project.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	15 C	Based on a given statement, to explain the importance of self-awareness as a contributing factor in the successful completion of a project. C.P. 70%		- "Know Yourself": Activity to be done individually - Discussion (See Activity Sheet 91)	Consider the following statement: "Luke's project was a success because he knew he could do it." Have the student explain the importance of self-awareness as a contributing factor in the successful completion of a project. (Approximately 8 to 10 lines)
	16 A	After a moment of reflection, to identify his strengths and weaknesses by doing a self-evaluation.		Personal reflection by doing a personal profile (See Activity Sheet 92)	Check whether the student has answered the questions.

Unit 6.5: Self-Confidence	Terminal Objective: To identify personal qualities that contribute to the successful completion of a project.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	17 C	From memory, to explain the difference between self-confidence and a self-defeating attitude. C.P. 70%		- Reading a text and discussion - Individual work (See Activity Sheet 93)	Have the student explain the meaning of self-confidence and of a self-defeating attitude, giving an example of each.
	18 A	Referring to his notes, to identify five ways of developing self-confidence, by making up and illustrating five slogans.		- Individual work: "Slogans" - Illustration (See Activity Sheet 94)	Post the illustrations in the classroom.
	19 C	Without using his notes, to describe three ways in which lack of self-confidence affects the completion of a project. C.P. 2/3		- Case study of John and Mark - Personal reflection: Self-inquiry (See Activity Sheet 95)	What happens to a person who lacks confidence in his ability to complete a project? Describe three possible consequences.

Unit 6.5: Self-Confidence	Terminal Objective: To identify personal qualities that contribute to the successful completion of a project.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
3	20 C	From memory, to explain the meaning of perseverance and defeatism in the completion of a project. C.P. 70%		-Brainstorming on the definition of the words "perseverance" and "defeatism" -Preparing a story in teams. (See Activity Sheet 96)	- Have the student explain the meaning of perseverance and defeatism in carrying out a project, giving an example of each.
	21 C	In relation to the preceding objective, to identify two stages conquered through perseverance leading to the successful completion of a particular project. C.P. 2/2			- Based on the example of perseverance given, ask the student to identify two stages which are conquered to achieve success.
	22 A	Using a chart, to recognize his attitude in different situations as one of perseverance or self-defeat, by recording his reactions.		Activity: "Persevering in your projects" (to be done individually) (See Activity Sheet 97)	Check whether the student has answered the questions.

Unit 6.5: Self-Confidence	Terminal Objective: To identify personal qualities that contribute to the successful completion of a project.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
	23 C	Without any references, to explain what it means to be realistic in planning and carrying out a project.	△	N.B. The next two objectives can be studied together -Short presentation by the teacher -Preparing a skit or a dialogue (See Activity Sheet 98)	Have the student explain what it means to be realistic in planning and carrying out a project, giving an example.
	24 C	Without the use of notes, to explain the importance of having a sense of initiative in planning and carrying out a project.	◇	-Short presentation -Answering questions in teams -Discussion (See Activity Sheet 99)	Have the student explain the importance of having a sense of initiative in planning and carrying out a project by giving an example.

Unit 6.6: Organizing a Project	Terminal Objective: To organize a project with others.

INTERMEDIATE OBJECTIVES				LEARNING ACTIVITIES	MEANS OF EVALUATION
T	Code	Objectives	Moral Method.		
4	25 A	Based on the knowledge acquired in this module, to organize a project with others, and to present it in class.		- Explanations by the teacher - Carrying out the project - Evaluation (See Activity Sheet 100)	- Additional marks may be given for the quality of the group projects. - Evaluation by the students.

LEARNING ACTIVITIES

Unit	6.1
Objective	1

Deciding What to Do

ACTIVITY SHEET 76 a

A. Teacher's Presentation (Part 1)

A few suggestions are offered below.

A project is something we plan to do; it is a goal, an action to be taken. A project might consist in, for example, planning a trip, excursion or holiday, preparing to sew some clothes, or arranging an evening with friends. In the course of a lifetime, we plan many projects. Some projects, such as a summer vacation, are planned for the near future. Others, such as studying for a profession, involve more long-range plans.

Every day we meet people who are working on various projects, be it at school, in the family, in politics or elsewhere.

B. Individual Work

Assign the following exercise to the students.

LEARNING ACTIVITIES

Unit	6.1
Objective	1

Deciding What to Do

ACTIVITY SHEET 76 b

1. In your notebook, list two projects that you have completed.

2. Next, indicate a project you have planned for:

   a) this evening;
   b) next weekend;
   c) your next vacation;
   d) next year.

Individualized Instruction

Explain to the student what a plan or a project is, or have him read the short text. The student can then answer the two questions.

LEARNING ACTIVITIES

Unit	6.1
Objective	2

Projects Can Be Interesting

ACTIVITY SHEET 77 a

A. Teacher's Presentation (Part 2)

There are two kinds of projects: individual projects, which are plans that you carry out by yourself, and group projects, which you organize with other people. In both cases, the completion of a project requires preparation. You must know the aim of the project, gather the necessary information, use the materials at your disposal, and take advantage of your personal resources.

B. Interview

Remind the students of the different steps in an interview: preparation, execution and evaluation. Give them the following assignment:

1. Meet with three adults and ask them the following questions:

   a) Name two projects that you have already completed:
   - an individual project;
   - a group project.

   b) Describe the preparations and the actual implementation of the projects.

LEARNING ACTIVITIES

Unit	6.1
Objective	2

Projects Can Be Interesting

ACTIVITY SHEET 77 b

2. Summarize the information gathered in the interview and record it in your notebook.

3. Group the six projects under two different headings: individual projects and group projects.

C. Sharing Ideas

Have the students give examples of both individual and group projects based on the interviews they have conducted.

Individualized Instruction

The student reads the text. He then conducts the interview, making sure that he is well prepared. Afterwards, he sums up the interview gathered in his notebook. Finally, he divides the different projects into individual and group projects.

LEARNING ACTIVITIES

Unit	6.1
Objective	3

How People Behave in Group Projects

ACTIVITY SHEET 7B a

A. Teacher's Presentation (Part 3)

In a group project, the participants may behave in different ways. Here are three of the more common types of behaviour.

1. Submission: Agreeing to participate in a project on someone else's insistence, even though you may have no real interest in the project yourself;

2. Dominance: Wanting to run the show and to be the central figure in planning and carrying out the project;

3. Cooperation: Working hand in hand with the other participants and sharing the responsibilities.

B. Teamwork: Case Studies

Working in small teams, the students examine each of the following situations and indicate whether the example illustrates submissive, dominant, or cooperative behavior. The teacher may add other examples.

1. The class is organizing a party. Tasks are assigned. Claire is asked to prepare the appetizers. She says: "How boring, I don't feel like doing that!" After the others talk to her, she finally agrees to do it, but without enthusiasm.

LEARNING ACTIVITIES

Unit	6.1
Objective	3

How People Behave in Group Projects

ACTIVITY SHEET 7B b

2. Ann and Mark belong to the Young Naturalist Club. There is a meeting tonight. Ann and Mark offer to get the hall ready.

3. A group of friends is organizing a picnic. Everyone is expected to contribute food and drinks and prepare a game to be played outdoors. Everyone accepts to do his share.

4. A baseball game is being organized. Teams are formed. May and Gilbert refuse to play unless they are each made captain of a team. Their attitude causes quite an argument.

Answers: 1. Submissive
2. Cooperative
3. Cooperative
4. Dominant

B. Individual Work

The student writes three or four lines describing a project involving himself or someone he knows, illustrating:

1. An example of submissiveness;
2. An example of dominance;
3. An example of cooperation.

LEARNING ACTIVITIES

Unit	6.1
Objective	3

How People Behave in Group Projects

ACTIVITY SHEET 7B c

Individualized Instruction

1. The student reads the text.
2. He does Exercises B and C.

LEARNING ACTIVITIES

Unit	6.2
Objective	4

Your Own Projects

ACTIVITY SHEET 79

Individual Work

Based on a project he has already completed, the student is asked:

1. To explain how he organized it (preparations);
2. To describe how he carried it out;
3. To identify the people and the materials he needed to carry it out;
4. To describe in what ways the project was a success or a failure.

LEARNING ACTIVITIES

Unit	6.2
Objective	5

Growing and Developing

ACTIVITY SHEET 80 a

A. Reading a Text and Discussion

Discuss the ideas of the following text with the students.

My projects help me to grow and to develop. However, reading, studying, and intellectual endeavors are not the only things that help me grow. Making mistakes, and working hard at what I do, experiencing success and failure, developing relationships with others, gathering information, making observations, and completing projects all contribute to my growth.

Planning and carrying out my projects also gives me the opportunity to make choices, to express what I want, and to make decisions. Some things in life are beyond my control. For example, there is nothing I can do about growing taller or older. Other things, on the other hand, depend on exercising my willpower. For example, if I wish to develop my manual skills, intellectual aptitude, or athletic abilities, I must work hard to reach my goal.

My projects, therefore, are learning experiences.

B. Mystery Word

Find the hidden message in the mystery-word game on the following page:

Answer: I now know how to organize my plans and I see them through.

LEARNING ACTIVITIES

Unit	6.2
Objective	5

Growing and Developing

ACTIVITY SHEET 80 b

aim

build

calm
cause
commit
congratulations

deceive
decide
defeatism
destruct
diversion

end
error

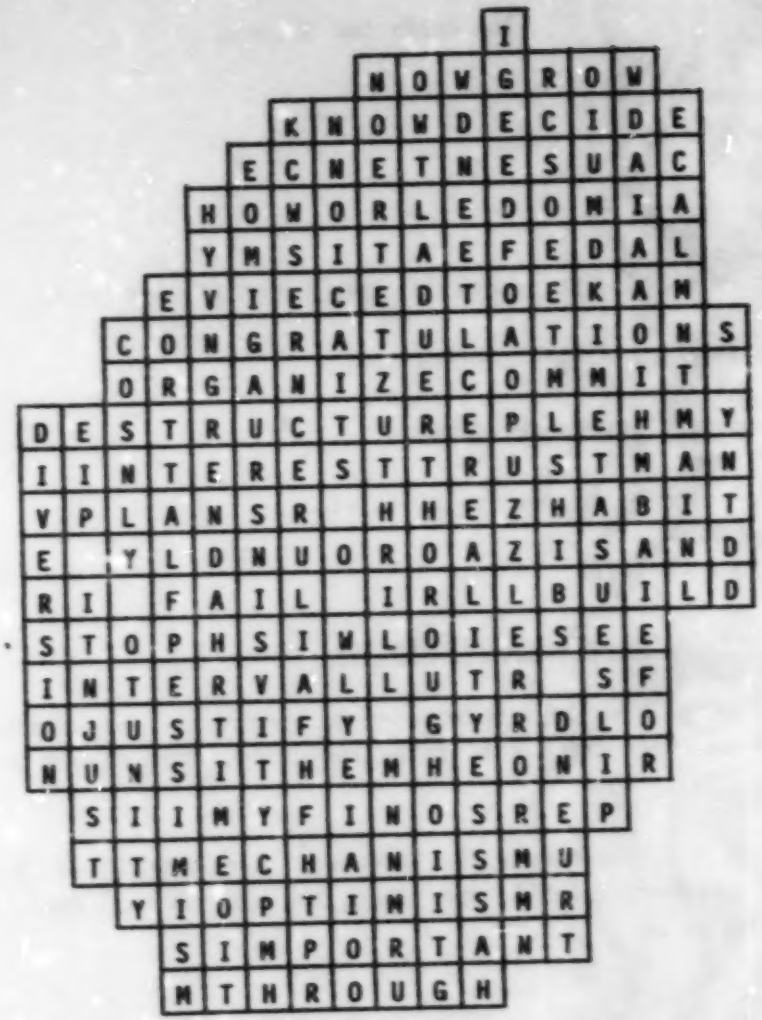
fail
failure
for

grow

habit
help

important
interest
interval
is

just
justify



lad

make
man
mechanism
model

optimism
or

personify
pessimism
puzzle

reality
roundly

sentence
slip
stop
structure

thrill
thorough
time
true
trust

unity

wish

yes

LEARNING ACTIVITIES

Unit	6.2
Objective	6

The Rules for Success

ACTIVITY SHEET 81 a

A. Teacher's Presentation

The following are seven rules for the successful completion of a project:

1. Know how to learn facts and collect information.
2. Know yourself;
3. Have a good understanding of human relations.
4. Know how to organize yourself.
5. Be aware of individual rights and responsibilities.
6. Be generally well informed.
7. Have a practical outlook on life.

1. Knowing how to learn facts and collect information

You cannot know everything. You must be willing to search for the information you need. It is important to know how to learn the facts, think logically, express yourself, and retain the information you need.

When carrying out a project, you need to be informed. For example, if you organize a bowling match, you must first establish where it will take place, how much it will cost, how you will present your plan to the others, and so on.

LEARNING ACTIVITIES

Unit	6.2
Objective	6

The Rules for Success

ACTIVITY SHEET 61 b

2. Knowing yourself

What is a human being? Who are you? What are your abilities and what things are you unable to do?

You must examine yourself in order to become aware of both your potential and your limitations so that you will not undertake projects which you cannot complete. You could fail if you do not know yourself well enough.

For example, you would be ill advised to accept to be a team leader if you have no leadership skills.

3. Having a good understanding of human relations

Self-awareness is not sufficient. You must also learn how to live with other people, to respect their ideas, and to communicate with them effectively.

For example, when you are involved in a project, you must understand that others have something to contribute. You should be willing to take their advice and know that others can help you succeed.

LEARNING ACTIVITIES

Unit	6.2
Objective	6

The Rules for Success

ACTIVITY SHEET 81 c

4. Knowing how to organize yourself

Knowing how to organize yourself means learning to work faster and more efficiently and knowing how to simplify problems, develop good ideas, and avoid unnecessary action.

For example if you are asked to organize a trip for your classmates and you wait until the last day to do it, your plans are less likely to succeed.

5. Being aware of individual rights and responsibilities

Everyone, including yourself, has certain rights, such as the right to equality, the right to love and understanding, the right to education. Rights entail responsibilities. Because you have rights, it is your responsibility to respect them. Because you have the right to love, for example, you have the right to be respected and the responsibility to respect others. When you carry out a project, you must not forget the rights and responsibilities of others.

6. Being generally well informed

You must try to learn more than the minimal requirement in order to succeed. You should acquire useful knowledge and make an effort to gather as much information as possible. Some of this information may not be of an immediate benefit to you, but you may refer to it later on. For example, when you prepare for a test, you should study more than is required in order to have a better understanding of the subject.

LEARNING ACTIVITIES

Unit	6.2
Objective	6

The Rules for Success

ACTIVITY SHEET 62 d

7. Having a practical outlook on life

This means having a good philosophy of life, subscribing to values that serve as a basis for a well-balanced personal life. If you have a practical outlook on life, you will not allow difficulties to overwhelm you. For example, when you plan and carry out a project, you may encounter unexpected problems or minor difficulties. Do not give up on this account; you must persevere.

B. Class Discussion

Following the presentation, ask the student to identify a number of people who have succeeded in the field of:

1) sports;
2) various professions
3) show business.

Next, ask the students to describe the rules followed by these people in order to succeed and to attain their goals.

Individualized Instruction

After reading the text, the student records in his notebook the seven rules for success discussed earlier. Afterwards, he does the assignment suggested for Exercise B.

LEARNING ACTIVITIES

Unit	6.2
Objective	7

A Success Story

ACTIVITY SHEET 82 a

A. Analyzing a Success Story (Individual or Teamwork)

The students will list three reasons for the success of the following project.

Mark, George and John decide to go on a 250-kilometre cycling tour. A month before their departure, they trace their route on a map and determine how long the excursion will take. George is to contact the local bicycle touring club to obtain technical information. Mark is in charge of making a list of all the equipment they will need. John is appointed bicycle mechanic. He is to assemble the repair kit. Together they go over the list of required equipment (tent, first-aid kit, camera, etc). They take an inventory of what they already have and set a deadline for obtaining the additional equipment.

They meet regularly to check whether the tasks they have assigned to each other are being completed. Two weeks before their departure, they inform their parents of their plans in writing. The day before they leave, they check their materials and equipment one last time. On D-day, it rains, but since the three friends had prepared even for this possibility, they leave without worry.

Upon their return, they gather their friends and parents together and proudly show pictures of their trip.

LEARNING ACTIVITIES

Unit	6.2
Objective	7

A Success Story

ACTIVITY SHEET 82 b

B. Sharing

Make a list of reasons given by the students to explain the trip's success and select the most important ones.

There may be many reasons:

- careful planning
- task sharing;
- everyone's cooperation;
- reviewing the project before hand;
- obtaining the necessary information from competent people.

Individualized Instruction

The student does Exercise A.

LEARNING ACTIVITIES

Unit	6.2
Objective	8

You Can Succeed

ACTIVITY SHEET 83

Individual Work

A project can be a source of:

- happiness;
- sadness;
- pleasure;
- satisfaction;
- dissatisfaction.

The following rules and proverbs should be kept in mind when carrying out a project:

. Never put off till tomorrow what you can do today.
. Better late than never.
. A bird in the hand is worth two in the bush.
. All is well that ends well.

Now it is your turn. Find five rules or proverbs that will be helpful to you in carrying out your projects, then illustrate these sayings.

LEARNING ACTIVITIES

Unit	6.2
Objective	9

Why Some Projects Fail

ACTIVITY SHEET 84 a

A. Case Studies (to be done by the class)

Discuss the main reasons for failure in the following situations.

PROJECT NO. 1

Charles and Henry were planning to leave for a fishing trip in two days. Henry's mother learned about it the night before their departure, and refused to let him go.

PROJECT NO. 2

Eric, Martin, and John go into the woods to build a tree house. As they get ready to start, they realize that no one has brought a hammer. Each boy says he thought that one of the other boys would bring one.

PROJECT NO. 3

Maria and Ann go canoeing. As the girls climb into the canoe, it overturns and their knapsack falls into the water. Their things get all wet. The girls are obliged to go back home.

LEARNING ACTIVITIES

Unit	6.2
Objective	9

Why Some Projects Fail

ACTIVITY SHEET 84 b

PROJECT NO. 4

Veronica and Pauline go for a bike ride. Pauline gets a flat tire. Neither of the two girls knows how to repair it. After walking 5 kilometres looking for a garage, they decide to go back home.

B. Causes of Failure

Following the preceding discussion, make a more general list of the reasons why certain projects fail.

Examples:

- careless planning;
- lack of cooperation among the participants;
- poor distribution of responsibilities;
- poor organization;
- unwillingness to help;
- etc.

Individualized Instruction

The student does Exercise A, writing in his notebook the cause of failure for each of the projects mentioned.

LEARNING ACTIVITIES

Unit	6.2
Objective	10

Failing

ACTIVITY SHEET 85 a

Teacher's Presentation and Discussion

Discuss the following ideas with the students:

Failure can be a useful and constructive experience. It should be regarded as a means of recognizing one's mistakes and weaknesses without trying to put the blame on others.

An unsuccessful project will prove useful if the person involved is able to face reality and recognize his weak points in order to better himself or try to proceed in a different way. Because everyone should strive to improve himself, failure should be regarded as an opportunity to do better.

We react differently to failure when we understand ourselves. We are dissatisfied, but not for long. The fear of failure should not paralyse us. Failure can be a stimulating experience, and an opportunity for the individual to resolve to improve himself.

LEARNING ACTIVITIES

Unit	6.2
Objective	10

Failing

ACTIVITY SHEET 86 b

It is not what others may say or think that is important. What matters is what we manage to do with what we are, with what we have, and with the situation at hand.

You must learn to recognize that all is not lost when you do not reach your goal. Failure can be a stepping stone to success.

When planning a project, we should set attainable goals. If we aim too high or set unrealistic goals, we reduce our chances of success.

LEARNING ACTIVITIES

Unit	6.2
Objective	10

Failing

ACTIVITY SHEET 86

Based on the following case study, write a short paragraph (about ten lines) to demonstrate how failure can be a positive experience.

> Simon, Helen and Daniel, a Secondary II musical trio, would like to perform for the students at the neighbouring school. They submit their project to the school principal. The principal agrees, on the condition that they pass an audition, to be given in two weeks time. The three musicians feel they are well prepared and rehearse only twice before the due date. After the audition, the principal tells them that they need more practice and rejects their project, adding that he might reconsider his decision at a later date.
>
> How can this failure turned into a positive experience?

LEARNING ACTIVITIES

Unit	6.2
Objective	11

Failing

ACTIVITY SHEET #7

Individual Work

The student is asked to think of an attempted project which proved unsuccessful.

Examples: a trip that went wrong, a cancelled evening, a failed outing.

1. Write a few lines telling about the unsuccessful project.
2. Give the reasons for its failure.
3. How did you react when the project failed?
4. Describe ways in which you might have benefitted from this failure.

LEARNING ACTIVITIES

Unit	6.3
Objective	12

Distinguishing Between Fantasy and Desire

ACTIVITY SHEET 6B a

A. Short Presentation by the Teacher

The motivating factor behind a project may be desire or fantasy, or a combination of both.

Desire: A desire is a wish to accomplish or to own something. A person may wish, for example, to embark on an adventurous trip, to become a celebrity, or simply to do well at his work.

Fantasy: Fantasy is involved every time a person imagines or conjures up something whimsical, original or extraordinary, for example, making up stories to tell at a party.

People have many projects in their lives. Some involve great dreams, while others are common wishes and desires, as for example, thinking of designing a new car or simply planning the day ahead. Like everyone else, you too have plans and projects. They may vary from planning an evening's entertainment or a weekend trip to studying for a career or planning for your future. There are many different kinds of projects, and they can be fascinating to varying degrees.

LEARNING ACTIVITIES

Unit	6.3
Objective	12

Distinguishing Between Fantasy and Desire

ACTIVITY SHEET 6B b

B. Discussion Focusing on Various Examples

Discuss the following examples with the students and have them indicate whether the situation described involves a desire, a fantasy or both. Do not forget that one person's desire can be another person's fantasy.

1. Staging a puppet show.
2. Passing the school year.
3. Drawing a picture of the moon's surface.
4. Going on a trip.
5. Designing a new model for a car.
6. Becoming a good baseball catcher.
7. Writing novels.
8. Having a good relationship with your family.
9. Going on an exchange trip.
10. Drawing something appropriate for Mother's Day.
11. Excelling in your profession.
12. Choreographing a jazz-ballet sequence.

LEARNING ACTIVITIES

Unit	6.3
Objective	12

Distinguishing Between Fantasy and Desire

ACTIVITY SHEET 8B c

Individualized Instruction

1. The student reads the text.
2. In his notebook, he indicates whether the activities in Exercise B refer to a desire or a fantasy.

LEARNING ACTIVITIES

Unit	6.3
Objective	13

The Causes of Failure

ACTIVITY SHEET 89 a

A. Reading a Short Text

The causes of success or failure may stem from inner, psychological factors or external factors which may be beyond our control. Consider the following example:

Lisa is playing a tennis match. Because her opponent is winning, Lisa stops trying and loses the game. In this case, her failure stems from her inner self, her sense of resignation. However, if Lisa were to lose because of a physical injury, her failure would have been due to an external factor beyond her control.

B. Case Studies (Class activity)

In the following situations, indicate whether the sources of success are external or internal.

1. Nathalie tries to do her best in all her Secondary II subjects. Two weeks before her exams, she learns of the sudden death of her aunt in Ontario with whom she was very close. In the end, Nathalie writes the exams but her marks are unsatisfactory.

LEARNING ACTIVITIES

Unit	6.3
Objective	13

The Causes of Failure

ACTIVITY SHEET 89 b

2. Andrew registers for a speed-skating contest. Just before the race, he hardly practises and lacks motivation. He places last in the race.

3. Margaret is organizing a party for her classmates. Some of her friends want to help her; she accepts, but finds it difficult to share responsibilities. She always wants to do and see to everything herself.

Note: The teacher may suggest other cases studies.

Answers: 1. External
2. Internal
3. Internal

LEARNING ACTIVITIES

Unit	6.3
Objective	14

Giving Up

ACTIVITY SHEET 2

A. Teacher's Presentation

Ask the students a few questions to help them become more aware of the different ways in which they react when faced with difficulties in carrying out a project. Some possible questions to ask are:

How do you react? Do you get angry? Do you face the problem calmly? Do you try to understand? Do you give up?

There are many ways of reacting.

When we encounter difficulties, we tend:

a) to give up;
b) to rebel;
c) to face them and try to overcome them.

1) We give up when the obstacle seems too great for us and are overwhelmed by the difficulty. We accept the situation because we cannot change it, and we feel there is nothing we can do about it.

2) We rebel, when we feel powerful, and when we choose to change the situation by force.

LEARNING ACTIVITIES

Unit	6.3
Objective	14

Giving Up

ACTIVITY SHEET 90 b

3) We <u>face</u> a difficulty or an obstacle when we try to understand it; by being realistic, we can then begin to solve the problem or overcome the obstacle.

It is important to try to look at the obstacle and assess the different options for what they are. Then, it is a matter of doing our best, while showing courage and common sense.

8. <u>Teamwork</u>

Read each of the following examples carefully, then consider the individual's behaviour and indicate whether he:

- gives up,
- rebels,
- is realistic.

1) Henry is planning a party for his friends. Four out of seven friends cannot make it. He decides to change the date so that all seven can be present.

2) Josie wants to go swimming in the pool at her friend's home this afternoon. Her father needs her to do something for him. She decides to postpone her visit until the next day.

LEARNING ACTIVITIES

Unit	6.3
Objective	14

Giving Up

ACTIVITY SHEET 90 c

3) The neighbour wants to plant a garden. Because he was late in starting, he cannot find the seeds he wants. He gives up the idea.

4) Charles has prepared all his gear to go fishing. It starts raining very heavily. Charles goes into a rage about the weather, shouting and knocking things about.

5) Marie wants to learn to play the guitar. During her first lesson, she finds it too difficult and decides that she cannot do it, even though she is told that she is gifted.

Answers:
1. Is realistic
2. Gives up
3. Gives up
4. Rebels
5. Rebels

Individualized Instruction

Give the text to the student. After he reads it, have him do the assignment proposed in Exercise B.

LEARNING ACTIVITIES

Unit	6.3
Objective	15

Knowing Yourself

ACTIVITY SHEET 91

A. Activity to Be Done Individually

The student selects a soap-opera episode in which a particular character has undertaken a project. The student will then show how the character's ability to carry out the project depends on his/her intelligence, imagination, will power, self-confidence, manual skills, self-awareness, and willingness to accept help from others.

B. Sharing Ideas (Group activity)

Some of the students may read their work to the class. Write the most important elements on the black board.

Explain clearly that when carrying out a project, we must call upon our:

- intelligence,
- imagination,
- willpower,
- self-confidence,
- manual skills,
- observation skills,
- a willingness to accept help from others.

It is important to know ourselves well and to understand our limits.

LEARNING ACTIVITIES

Unit	6.4
Objective	16

Personal Reflection

ACTIVITY SHEET 92 a

Personal Reflection

The student is invited to reflect on his personal traits and to list both his assets (what is to his benefit) and his shortcomings (what works against him, disturbs him or impedes his progress).

It is important for the student to be aware of his assets and his shortcomings before undertaking any serious projects.

In order to help the student examine his personal traits, a grid such as the one on the following page may be used.

After having filled in several grids for several different situations, students should ask themselves the following questions:

- Would I prefer to be in a different quadrant?
  If the answer is yes, where would I like to be?
  (The student can use two pencils of different colours for "where I am" and "where I'd like to be".)

- If I'd like to be in a different place, is there something about me I'd like to change?
  If yes, can it be changed?
  How?

On the basis of this reflection, students fill in a profile. (See Activity Sheet 92 c.)

LEARNING ACTIVITIES

Unit	6.4
Objective	16

Personal Reflection

ACTIVITY SHEET 92 b

Situation: e.g.: In class ....
At a dance ....
Playing a sport ....

What am I able to do?	SAD/BAD	HAPPY/GOOD
ABLE		
UNABLE		

How do I feel?

LEARNING ACTIVITIES

Unit	6.4
Objective	16

Personal Reflection

ACTIVITY SHEET 92 c

PROFILE

A. ASSETS	B. SHORTCOMINGS (WEAKNESSES)	C. TRAITS I'D LIKE TO CHANGE
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Circle those items you think are the predominant ones in your profile

LEARNING ACTIVITIES

Unit	6.5
Objective	17

Self-Confidence and a Self-Defeating Attitude

ACTIVITY SHEET 93 a

A. Reading and Discussion

Discuss the ideas presented in the following text with the students.

Self-confidence can be acquired. Your weaknesses, whether real or imagined, are to blame for your failures. Similarly, your successes can be attributed to your strengths, be they real or perceived, for these enable you to accomplish what you set out to do. However, it is possible to change your perception of your abilities. When you are convinced that you will fail and that you are incompetent, you condition yourself to expect failure and are incapable of doing your best.

On the other hand, if you tell yourself over and over again that you can do it, then you are more likely to succeed. You allow yourself to do your best and therefore are able to give everything you have at that particular moment. And, of course, you will be able to do even better the next time.

LEARNING ACTIVITIES

Unit	6.5
Objective	17

Self-Confidence and a Self-Defeating Attitude

ACTIVITY SHEET 93 b

We condition ourselves unconsciously by suggesting to ourselves that we are either able or unable to do something.

B. Individual Work

For each of these expressions, indicate whether it exemplified an attitude of confidence (C) or defeat (D).

1. It won't work.
2. Don't give up, boys!
3. We'll get it.
4. It's too difficult.
5. You're daydreaming.
6. He'll never agree.
7. We'll soon be through.
8. I'm tired just thinking about it.
9. I'll find the answer.
10. Try again.
11. You will never succeed if you don't try.

LEARNING ACTIVITIES

Unit	6.5
Objective	17

Self-Confidence and a Self-Defeating Attitude

ACTIVITY SHEET 93 c

12. I'm anxious to see how it will turn out.
13. The others have already finished.
14. We are going around in circles again.
15. Get cracking!
16. I am practising for the first presentation.
17. I told you so.

Answers:

1. D
2. C
3. C
4. D
5. D
6. D
7. C
8. D
9. C
10. C
11. C
12. C
13. D
14. D
15. D
16. C
17. D

LEARNING ACTIVITIES

Unit	6.5
Objective	18

Slogans

ACTIVITY SHEET 94

A. Individual Work

The student is asked to find five slogans to promote self-confidence.

Examples:
- I'll see it through.
- It'll work.
- I can do it.
- etc.

B. Illustration

The student illustrates the five slogans any way he wishes.

Note: Displaying the posters in the classroom will motivate the students and enable them to benefit from their classmates' ideas.

LEARNING ACTIVITIES

Unit	6.5
Objective	19

Lack of Self-Confidence

ACTIVITY SHEET 95 a

A. Case Study of John and Mark (Teamwork)

1. Read the case study below and ask the students to complete the assignment that follows.

John Confidence and Mark No-Confidence are planning a cycling trip to visit a friend whose father has just bought a farm. John and Mark plan to spend a week there. The farm is about 125 kilometres from their home; they must think about transportation, meals, a tent to sleep in, baggage, and unexpected events.

1. Imagine John and Mark's first meeting when they discuss the project, and write down the dialogue between the two friends.

2. John is confident but Mark is not. Find three possible consequences of Mark's lack of confidence.

LEARNING ACTIVITIES

Unit	6.5
Objective	19

Lack of Self-Confidence

ACTIVITY SHEET 95 b

2. Review the work done by your team and focus on the different ways in which lack of self-confidence can affect the completion of a project.

   Examples:

   - abandoning the project;
   - feeling dissatisfied for not having done one's best;
   - predictable failure;
   - discouragement;
   - unexploited abilities;
   - etc.

B. Personal Reflection - Self Inquiry

The student will take a few minutes to ponder the following questions:

- How often do I congratulate others?
- Am I happy when someone congratulates me?
- Am I an optimist or a pessimist?
- Am I easily discouraged by obstacles?
- Do I make a firm commitment to a project?

LEARNING ACTIVITIES

Unit	6.5
Objective	19

Lack of Self-Confidence

ACTIVITY SHEET 95 c

- Am I the kind of person who gives up easily?
- Can I trust others?
- Do I have the ability to plan well?
- Am I able to try again after having failed?

Individualized Instruction

The student does Exercises 1 and 3. If it is possible for the teacher to meet with him, he can go over the activity as suggested in Exercise 2.

LEARNING ACTIVITIES

Unit	6.5
Objective	20 and 21

Perseverance and Abandonment

ACTIVITY SHEET 96 a

A. Brainstorming

1. Ask the students to find the meaning of the words "perseverance" and "abandonment."

   - Oxford English Dictionary: a) perseverance: constant persistence in an undertaking, steadfast pursuit of an aim.[1]

     b) defeatism: conduct tending to bring about acceptance of defeat.[2]

   - Webster's New Collegiate Dictionary : a) perseverence; the condition or power of persevering: persistence in the pursuit of objectives or prosecution of any project: steadfastness.[3]

     b) defeatism: the attitude, policy or practice of accepting or of being resigned to defeat without any attempt to prevent or forestall it.[4]

2. How can perseverance help a person complete a project?

3. How can abandonment interfere with the completion of a project?

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[1] The Shorter Oxford English Dictionary, 3rd ed. (New York: Oxford University Press, 1973), Vol. II, p. 1560.

[2] Ibid, Vol. I, p. 505.

[3] Webster's Third New International Dictionary (Springfield, Mass.: Merriam-Webster Inc., 1981), p. 1685.

[4] Ibid, p. 591.

LEARNING ACTIVITIES

Unit	6.5
Objective	20 and 21

Perseverance and Abandonment

ACTIVITY SHEET 96 b

B. Preparing a Story in Teams

1. Each team prepares a short story about an individual who was successful because of his or her perseverance (for example, an artist, an athlete, a politician). The story should show the different steps taken by this particular person in order to achieve his or her success.

2. Each team then presents its story to the class.

Note: This is a good opportunity to bring in a guest speaker to talk to the students about his or her experience.

Individualized Instruction

Instead of a brainstorming session, ask the student to look up the definitions of the words "perseverance" and "abandonment" in the dictionary and to record them in his notebook. He can then answer Questions 2 and 3 in Exercise A.

LEARNING ACTIVITIES

Unit	6.5
Objective	22

Persevering in Your Projects

ACTIVITY SHEET 97 a

Individual Work

Give the following assignment to the students.

A. Identify your attitude in each of the situations below:

ATTITUDE

a) I give up easily.
b) I try a little.
c) I persevere to the end.

SITUATION

1. I fail in math.
2. When my parents don't allow me to do something, I talk it over with them.
3. I try to correct my shortcomings.
4. I am not good at sports.
5. I feel misunderstood by the teacher.
6. I should make up with a friend who has abandoned and betrayed me.

LEARNING ACTIVITIES

Unit	6.5
Objective	22

Persevering in Your Projects

ACTIVITY SHEET 97 b

B. Answer the following questions:

1. Why is perseverance so important for the success of a project?

2. How persevering are you when carrying out a plan?

   - You see it through.
   - You give up at the first difficulty you encounter.
   - You give up half-way through.

3. How can you became more persevering?

4. In what kind of situations are you less persevering?

LEARNING ACTIVITIES

Unit	6.5
Objective	23

Being Realistic

ACTIVITY SHEET 98 a

A. Short Presentation (Part 1)

The teacher might find the following ideas useful in preparing a short presentation:

A realistic person is one who has a practical mind and a clear awareness and understanding of the facts at hand. Such a person does not get easily worked up when completing a project, and he tries to anticipate any obstacles that may cross his path. In short, a realistic person keeps his two feet on the ground.

When you watch a television show, you can easily pick out the good actors from the bad ones and the realistic scenes from those that are not. A person should be able to distinguish between reality, and fiction or fantasy. (Ask the students to give examples.)

Two attitudes are possible: optimism and pessimism. The optimist tends to see everything in a positive light or at least maintains that everything that happens is for the best. The pessimist, on the other hand, sees everything in a negative light. For example, half-way through his vacation, the optimistic student is happy because he knows he still has one week's holidays left; the pessimist, on the other hand, is sad because half of his holidays are over.

LEARNING ACTIVITIES

Unit	6.5
Objective	23

Being Realistic

ACTIVITY SHEET 98 b

B. Skit or Dialogue

Note: If there is enough time, the teacher may ask the students to prepare a skit based on the following story. If there is not enough time, each student will write a dialogue between the two characters.

Mr. Dreamer and Mrs. Reality are engaged to be married. Mr. Dreamer is thrilled, optimistic, and foresees no problems. Mrs. Reality, a bit of a pessimist, worries a lot and anticipates difficulties.

Imagine a dialogue between Mr. Dreamer and Mrs. Reality, keeping in mind that they get along in spite of their differences.

Individualized Instruction

The student reads the text and then prepares the dialogue.

LEARNING ACTIVITIES

Unit	6.5
Objective	24

Having a Sense of Initiative

ACTIVITY SHEET 99 a

A. Short Presentation by the Teacher (Part 2)

Another important quality that helps a person in carrying out a project is a sense of initiative. This is the ability to initiate an action spontaneously, without always needing a push in the back or instructions from someone else. In any situation, the person with initiative will be the first one to have an idea, to be inclined to act, to be creative.

(Ask the students to give examples.)

B. Questions To Be Answered in Teams

What initiative should the persons in the four following examples take?

LEARNING ACTIVITIES

Unit	6.5
Objective	24

Having a Sense of Initiative

ACTIVITY SHEET 90 b

1. Paul wants to go out with Lucy. He saw her at the restaurant the other day and one of his friends who knows her told him her name.

   WHAT should Paul do?

2. James and Pauline would like to join a dance troupe someday. They are interested in jazz-ballet.

   WHAT should they do?

3. The school basketball team wants to win the inter-scholastic championship.

   WHAT should the members of the team do?

4. Two Secondary II students want to go to a neighbouring community about 50 km away for a week's stay.

   WHAT should they do?

LEARNING ACTIVITIES

Unit	6.5
Objective	24

Having a Sense of Initiative

ACTIVITY SHEET 9C c

C. Sharing

Focus on the importance of being optimistic and of having a sense of initiative in carrying out a plan.

Individualized

The student reads the text and does Exercise B.

LEARNING ACTIVITIES

Unit	6.6
Objective	25

Working Together

ACTIVITY SHEET 100 a

A. Teacher's Explanation

In order to have a good understanding of what was conveyed through this module, the students will organize and carry out a project. They will have to request the help of other people.

Each team prepares a project and submits it to the teacher for approval. Each project must be related to one of the themes studied during the year.

Suggested Projects

1. Illustrate one of the themes in the program by means of skits, or through some other method.
2. Invite a resource person to give a speech on a particular subject.
3. Organize a meeting outside of school.
4. Prepare a meeting with another class to discuss a particular subject.
5. Organize a panel for all Secondary II students.
6. Etc.

Stress the need for careful planning.

LEARNING ACTIVITIES

Unit	6.6
Objective	25

Working Together

ACTIVITY SHEET 100 b

It is important:

- to know your tastes, abilities, skills, desires, dreams;
- to consult others;
- to accept the help of others;
- to gather information and to read up on the subject;
- to take into consideration the time at your disposal;
- to be confident, realistic, persevering;
- to show initiative.

B. Carrying Out the Project

The students will carry out their projects in teams and will be given very little time for planning.

C. Evaluation

After the completion of the project, each team does a self-evaluation and assigns itself a grade.

LEARNING ACTIVITIES

Unit	6.6
Objective	25

Working Together

ACTIVITY SHEET 100 c

The following questions may be useful for purposes of self-evaluation:

1. How did the team arrive at a consensus regarding the topic for the project?
2. Were the responsibilities fairly distributed?
3. Did each team member do his share?
4. Were the objectives of the project attained? Were the results similar to those expected?
5. What are the main reasons for the project's success or failure?

Individualized Instruction

Give the same explanation to the student. His choice of projects will obviously be more limited. He could, for example, prepare a mystery-word game on one or more of the modules of the program and ask a Secondary II teacher to have it completed by his students. He could also be responsible for the correction. When evaluating the project, he can ask himself about the difficulties he encountered and judge whether his project was a success.

LEARNING ACTIVITIES

Unit	6.6
Objective	25

Working Together

ACTIVITY SHEET 100 d

CONCLUSION

At the end of the school year, it is advisable to review the year's work and to determine the positive and negative aspects of everyone's experience in the Moral Instruction Program.